

Could have been worse

So they were right all along: local authorities may have been over-riding last year, but it was not the fault of education. The annual Government circular giving guidance to local authorities following the rate support grant circular is now out (page 5). It goes into more statistical detail than ever before, and for the first time gives precise figures for each sector's overspending in the current year. Overall, local authorities spent 2.3 per cent more than they had agreed to spend this time last year (a small enough figure, in all conscience, compared with previous years). Education, which accounts for just over half the total current expenditure, kept within 0.1 per cent of its agreed budget. The main cuts were the personal social services and the environmental services.

In other respects, the circular shows more evidence of the velvet glove than the mailed fist. The Joint Staff Watch, set up by Mr Croxall and a year ago with representatives from local and central government, suggests that some expansion has been taking place in many levels, despite all the warnings against that. But the Government,

says the circular, does not consider it appropriate to "offer more precise guidance... on the manner of adjustments necessitated by present constraints"—except to point out that, bearing in mind the generally high level of unemployment, redundancies should be avoided wherever possible.

The section devoted to education says nothing fundamentally different from what was said in the September circular (10/75). Slightly more discretion is allowed in the question of rising fees: they can now be admitted if they make only a "marginal" call of resources, whereas the earlier circular specified "no call" and talked of the redeployment of resources.

Overall, however, this should not encourage local authorities to feel that the worst is over. With the official admission that public sector borrowing requirements could be as much as 30 per cent up on what Mr Hesley estimated last April, there is no chance of any alteration in the projected three-year standstill in public expenditure. It does mean, though, that local authorities in general, and education in particular, will be in a slightly better bargaining position than they were a year ago.

Right to strike?

Nothing could have been more predictable in the month of emancipation than the headline "Teachers' libbers" could demand their rights in El Vito's, so, the loose logic ran, schools should demand the right to best schoolpersons in gymnasia.

If we now get a rash of unfunny parodies of rusty mules lashing "benighted" bottoms and a spate of papers, purporting to be serious, about sadism among the pedagogues, it will be a sufficient comment on the long-standing unwillingness or incapacity of teachers, local authorities and the Department of Education and Science to tackle corporal punishment as a feature of British education. The Sex Discrimination Act is a new red herring in the tortuous debate over the cane and the flogging—the sooner it is flung out, fished and discarded, the better.

Britain is the only country in

the EEC which allows beatings in its schools; which may mean, though it is unlikely, that eight out of the nine are out of step. We do not know what esoteric punishments may have been substituted in schools which have given up the cane. That there are acts more savage than striking a child on the hand or buttocks is indisputable—and that in itself may justify the reluctance of some teachers to forego the cane.

Teachers act in loco parentis: like most parents, they have a limited battery of sanctions to apply to errant, disobedient, objectionable 15-year-olds. It should not be cause for alarm or censure that some teachers would fear a deterioration in pupils' and in their own behaviour if the cane were taken away from them. But to introduce sex into their dilemma is an error in bad taste. The aim should be to ensure, eventually, that no one gets the short, or the long, end of the stick.

Fourteen-plus options

Mrs Caroline Benn has contributed another of her periodical surveys of progress towards the abolition of the 11-plus, in the latest issue of *Comprehensive Education*. In the course of it she attacks an article by the Editor of *The Times Educational Supplement*, which appeared last April, arguing that any future legislation should confine itself to what happens up to the age of 14.

Mrs Benn points out, with force, that over the past 10 years there has been a steady drift away from schemes, which permit optional transfers at 11, to a more rigid, now-faster law.

The point at issue, however, is not whether one scheme—namely a 14-plus selective scheme—should be generally imposed (this was not the proposal put forward in these columns), but whether the law should be so designed to permit it if desired. It might be thought that, convinced of the intrinsic unpopularity of such a scheme, Mrs Benn would do no harm in allowing it a halfway home. For some authorities and schools who lack enthusiasm for any of the other solutions: if she is right, it might prove a very temporary, but nevertheless helpful, interim measure.

On the other hand, some more vigorous differentiation of opinion at 14 might be found to be valuable. It was not thought of simply in terms of grammar schools and secondary modern schools. The

trouble with legislating about secondary organization at this stage is that it would seem to rule, post experimentation, with new options for the 14-16 age group unless these can be provided within a comprehensive scheme.

The fact is that every scheme has limitations and snags, and the need to adjust to these and the need to come to an end when legislation is passed. The object should be to preserve the maximum room for manoeuvre, consistent with the main objective. Differentiation of courses is bound to enter in some form during the secondary stage, some of it quite early. The only point to argue about in the context of Mr Mulley's Bill is the stage at which it should be permitted (but mandatory) to allow this differentiation of courses to be matched by differentiation of institutions.

To refuse on ideological grounds to recognize the limitations of common schools in particular circumstances will not, even when a comprehensive system is complete, prevent people from expressing their dissatisfaction forcefully, in their own ways. When they do, we shall need pragmatic alternatives. What can be seen now is the rigid system which is going to be replaced by a more flexible one, and its most enthusiastic supporters.

Images of government

Peter Scott

There are two popular images of school managers and governors, neither particularly flattering, which appear to dominate the public imagination. In the first, governors are regarded as a group of local worthies (with considerable overlapping membership with the Rotary Club), whose main incentive to become a school governor is to place on the platform at speech day rather than any particular commitment to education; in the second as a group of hard-nosed local politicians who owe a greater loyalty to the political organization by which they were appointed than to the school.

Both are myths, but hardy myths that are widely believed to be true by many parents, teachers, officials—and by a few managers and governors. The persistence of such a belief is one important reason why Mr Reg Prentice, when he was still Secretary of State for Education and Science, decided to establish a committee of inquiry into the government of schools under Mr Tom Taylor. It is also a powerful reason why the committee has taken as a starting point that the present system is indefensible and even unworkable.

In the stampede of new ideas about how school government should be organized that followed the invitation to submit evidence to Taylor—"parent power", education advisory committees, community school councils, and so on—the present system has served well enough for a generation. Only a few organizations, notably the Inner London Education Authority, have attempted to go against this flood of the fashionable and to assess without prejudice or preconceptions the advantages and disadvantages of alternative systems of school government.

This assessment must start with the question: what is the role of school managers and governors? Some see them as potential community activists; others as an institutionalized parent-teacher association; others again as political watchdogs; and yet others as a benign lobby for the school. In practice, managing and governing bodies must attempt to encompass all these roles and must not concentrate too exclusively on any one of them. On some occasions they represent the local education authority to the school and act as guardians of school policy, for example, over secondary reorganization. On others they represent the school to the local authority, for example, by backing the school's claim for an extra senior teacher or an improved equipment allowance.

Official inspectors also act as unofficial inspectors of schools, in that they simply ask questions about what plans are being made to react to Bullock or for a report on the head's current policy on corporal punishment. Occasionally, as at William Tyndale in Northampton, this inspectorial function takes on dramatic proportions.

Finally they act as representatives of the local community, not just the parents. In short, governors are moderators who inhabit the shadowy borderland between the unambiguously professional duties of teachers and the equally unambiguous political responsibilities of the local authority.

This confusion of roles which successful governors must combine makes codification difficult. Any attempt to establish a rule-book of governors' powers, which has been suggested by many of those submitting evidence to Taylor, would almost inevitably lead to their reduction. For example, teachers, backed no doubt by the full weight of their professional associations, would not accept a rule-book which allowed governors to intervene formally in curriculum matters. Similarly, the local authority would not accept the formal devolution of any of their powers for the allocation of resources. Yet under the present rather muddled system, governors can nibble at the edges of both areas through friendly discussion and good working relationships.

The attempt to define the role of governors more precisely would reduce both their effective powers and the diversity of their present roles. It would also lead to avoidable conflict between teachers, governors, and representatives of the local authority.

Most of the steam over the reform of school government has been generated by insistent demands that the composition of managing and governing bodies be changed. The main objection is to the part played by political patronage in the selection of governors. A list of the names of governors, the Chicago "lingers" round this system of political appointment of a majority of governors. Yet it is important to ask, first, whether this belief is justified, and second, whether any of the unrealistic alternatives would be superior. There seem to be three.

● The effective abolition of governors. At present this is the practice in those authorities where the schools subcommittee (and perhaps a few co-opted members) acts as the governing body for all secondary schools. This would also be the effect if governors were reduced to an essentially advisory role in the government of schools, as some individuals and organizations have suggested to Taylor.

There are two powerful objections to this proposal. First, there would be no body to mediate between the school and the local authority (for example, by backing the school's claim for an extra senior teacher or an improved equipment allowance). Second, the local community would be unrepresented in the running of the school. This would be particularly undesirable in the larger authorities created by the reorganization of local government. ● The direct election of school governors. This has often been suggested but never put into practice for good reason. Again there are two almost overwhelming objections.

The poll in such elections is very small, thus allowing undue influence. Elected governors would also almost inevitably fall into conflict with the elected representatives of the local authority, thus undermining the effectiveness of the organization of education in their area.

● The community health care model, with a predominance of parents on governing bodies. The parallel with health care, of course, is dangerous. It can be argued that the National Health Service is a bureaucracy insensitive to popular control, and the creation of institutions to serve the community can be justified in the case of education which is provided by democratically elected local authorities.

If the CHC model is followed there is a great danger that the result will be to set up the authority of largely self-selected "community" representatives against that of the community's real representatives elected through the ballot box.

Nor is the case for having a predominance of parents as strong as many suppose. Why should the views of the adult population be excluded either because they have no children or their children are too young or too old, from sharing in school government? Education is the business of the whole community, not just of those who are its immediate and vicarious consumers through their children.

The virtues of the present system of school government—political patronage and all—have almost gone unrecapitulated in the flood of evidence to Taylor. It has been important to have the views of the "lingers" round this system of political appointment of a majority of governors. Yet it is important to ask, first, whether this belief is justified, and second, whether any of the unrealistic alternatives would be superior. There seem to be three.

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Mrs Mawren Hay (left) and Mrs Theresa Bell, mothers of two of the suspended girls leaving Heaton Comprehensive school on Monday.

Country divided in row over head who caned girls

by Sue Cameron

Headmasters in northern England have created a furor in the south over their use of the cane on adolescent girls. Last week hundreds of girls at Heaton Comprehensive school in Newcastle ran riot after being told they were to have equal rights to a beating with the boys. Mr Harry Askew, the headmaster, announced in assembly that he was going to introduce the strap for pupils of both sexes in order to stop the "uncouth and nasty behaviour" of a small group of girls.

The riot at the 1,300 strong school ended after the police had been called. Later five girls, said to be the ringleaders, were suspended and letters were sent to their parents inviting them to discuss their daughters' behaviour with the head.

This week another head, Mr Donald Simpson of Limes Hill High School, North Shields, used the cane on two 15-year-old girls to punish them for beating up a classmate. Mr Simpson acted with the consent of the parents and, apparently, of the girls. Both girls apologized for what they had done and agreed that they deserved "six of the best".

But coming so soon after the Heaton affair, Mr Simpson's use of the cane hit the headlines. Newspapers told how all Newcastle schools were issued with a tape-student in the telling they somehow managed to imply that racks and thumbcrews were available on request from county hall. Everyone, from Mr Fred Mulley, the Education Secretary, downwards, pitched into the controversy.

Mr Mulley said he personally was against corporal punishment. He added that he had always thought the issue was only used in Scotland, a country that lay beyond his jurisdiction.

Mrs Renée Short, Labour MP for Wolverhampton, said the use of the cane on a 15-year-old girl was "unacceptable". She said that the punishment was "unjustified" and that she was "amazed" by a parliamentary question to Mr Mulley asking how many schools in England and Wales still go in for beating.

The question will be a difficult one to answer since many schools officially retain the cane as a deterrent, but seldom if ever use it.

Mr Dennis Canavan, Labour MP for Stirlingshire West, announced his intention to introduce a Bill banning all corporal punishment in schools. Mr Canavan, a former teacher, described caning as "barbaric and ineffective". But his Bill will be brought in under the 10-minute rule, which means it will

never become law unless it is taken up by the Government.

Meanwhile STUPP, the Society of Teachers Opposed to Physical Punishment, claimed the use of the cane or strap on girls was widespread. They pointed to the list of notables who condemned Mr Askew's "edicts" and they appealed to parents to write to their local education authorities and protest against all forms of caning.

But as the row grew, it became clear that teachers and parents in the north were far less worried about the use of corporal punishment than those in the south. Dr Ken Bailey, deputy director of education in Newcastle, said he had never had a complaint from a parent about corporal punishment.

Mr Colin MacInnes, regional officer of the National Association of Schoolmasters in the north east, said most northern parents supported the use of the cane.

"If a school uses the cane or the strap as an ultimate deterrent, then I don't really see why girls should be treated differently. It is a short, sharp punishment. It can bring pupils back from the brink of serious misbehaviour and most children prefer it to detentions or lines."

Mr Terry Casey, general secretary of the NAS, said he thought there was a considerable difference between attitudes to corporal punishment in the north and the south.

"I have never even heard of a complaint about chastisement in Northern Ireland or Scotland. Many parents there still take the attitude that if the teachers don't beat the children they will. In the north of England, too, I think people are far more rugged. They are used to a bit of a beating."

Mr Casey pointed out that people today are far more aware of the dangers of sadism and masochism than they were a generation ago. This was particularly true of southern teachers, he said, who had been using the cane often had an underlying accusation of perversion.

The NAS grew to fame and fortune on their belief that boys should be caned often and well, but Mr Casey was clearly unhappy about the beating of girls. He said he could see no deep psychological danger in caning girls and he would always support teachers who felt it necessary to use corporal punishment on girls. But he thought girls were less aggressive than boys, they were more biddable and it should not normally be necessary to use the cane to control them.

"If it has to be used, then it should be done by a woman teacher."

Miss Sheila Wood, general secretary of the Ashtown Mistresses Association, said she thought there was still a strong Scottish influence in the north of England and the Scots had always used the strap on pupils of both sexes.

"I personally think corporal punishment is unnecessary for girls. You should be able to control them without it."

"Caning is not a punishment that fits any particular crime and one suspects that it does have certain sexual overtones. Even the threat of it can be terrifying to girls."

"I know girls can behave very badly, but I think the way to deal with this is to have a good ethos in the school. This means hard work on the part of the staff and full support from governors and local authorities."

Mr Max Morris, a Glaswegian immigrant in London, and a member of the executive of the National Union of Teachers, said he found the idea of caning girls appalling. But he supported the NUT view that schools should always be left to decide whether or not to use corporal punishment on any pupil.

Mr Morris, who is head of Willesden High School, Brent, has banned all violence in his school, "including the use of the cane on pupils". He thought it particularly "inappropriate and inadvisable for men teachers to cane girls", but added that he might just be old-fashioned.

Professor Trevor Gibbons, of the Maudsley Hospital, London, said he thought it was "terrible" to cane girls. It could encourage them to beat and batter their own children when they grew up. He thought corporal punishment was fast disappearing from schools and there was "no future in bringing it back, for either sex."

The director of a centre for difficult and violent girls in the London area said he had never heard of a girl being beaten while at school. But many of the girls who came to him had physically attacked their teachers.

"Children are proving that violence pays off and it is extremely harmful for teachers to fall to exercise control on young people themselves. We want adults to exercise control over them. They want a framework in which to operate and they don't want people to be always agreeing with them and condoning what they do."

"But I wouldn't like to say that the cane is the answer for difficult girls and I'd have thought 15 was far too late to start using the strap with any effect."

Redundancy fears spark off protest on cuts

by Stephen Cohen

One teacher from every school in Burnley, South Yorkshire, will lobby a council meeting next week to protest against cuts in education. The lobby follows a mass meeting this week when over 45,000 children were sent home from school early.

The teachers fear that up to 200 redundancies will be demanded if cuts totalling £3.4m are implemented.

The education committee debated the proposals in a meeting as part of the council's attempt to restrict total spending to £39.6m. Suggestions in a yellow paper included halving evening classes, reducing pupil-teacher ratios, abolishing swimming lessons, not opening 11 new nursery schools and cutting school maintenance and repairs.

"How many of the 11 new nursery units due to come into operation by June will open? I do not know," said Mr Brooks.

Mr Alf Wilshire, president-elect of the National Union of Teachers, led the protest meeting held at the Civic Hall, Burnley, that the cuts were "disastrous" and "savage". They would cut back school standards by 30 years.

But there is some confusion about whether the education committee was really considering such action. The plans for the £3.4m savings were drawn up several months ago and assumed rates of inflation which no longer apply.

Mr Trevor Brooks, chief education officer, said the yellow document was "almost unanimously thrown out".

"The education committee has discarded that document and adopted other suggestions totalling £1.3m."

These proposals, outlined in a green paper, would mean no teacher redundancies, but unfilled administrative posts would be left empty. Swimming lessons would be reduced to save transport and furniture would not be replaced. About 600 non-vocational classes, including judo, karate and ballroom dancing, would get the chop.

Mr Don Gregory, the NUT regional officer, does not think the yellow plan is now dead, nor does he think it has been replaced by the green paper proposals. "Both these documents are to go forward to the finance committee."

Mr James Bedford, education committee chairman, said the finance committee were going to be advised that they could not achieve the £3.4m target "without decimating the education service". The education committee were not prepared to do this.

Plight of homeless worsens

Six months after the screening of the Yorkshire Television documentary *Johnny Go Home*, the plight of the young homeless is worse than ever, according to Ms June Lightfoot, a field worker for the Campaign for the Homeless and Roofless.

She was speaking before appear-

ing in another Yorkshire programme this week, *What Happened to Johnny Go Home*. Ms Lightfoot said rising unemployment had made it more difficult for London agencies to find people work. She reiterated CHAR's call for long-term action and warned against a short-term and inadequate response by the Government.

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MACMILLAN EDUCATION

Letters to the Editor

Medical misunderstandings

Sir—Some anxiety about the future of the Middlesex Hospital and Medical School and other medical schools has been caused needlessly by this very preliminary document to the press at 10 a.m. on December 30, 1975.

No explanation was given in the statement issued by the DHSS as to why the discussion document had been made the subject of a press release. It was implied that it had been approved by the London coordinating committee but it had not. In addition, a letter from a senior official at the DHSS has emphasized that there is "little point in spending much time now looking at the matter (the long-term future of the Middlesex Hospital) in detail as circumstances would almost certainly have changed considerably in the meantime". This makes it even more difficult to understand the press release.

D. RANGER,
Deputy Director,
Middlesex Hospital Medical School,
London.

Equality of stereotype

Sir—I find very interesting the advertisement carried in your newspaper, *The Times*, last week (also page 7). Already the "exclusion" of women from the "commission" is a long way from the "equality" of the advertisement. The role categorization which the commission say they are seeking to avoid, there we have displayed before us in the advertisement. Men and women's traditional roles are vividly shown: on one side are women as clerk and shopper and on the other men as a form of engineer and motor-car mechanic.

Surely if the commission are to gain any respect, especially among the school book publishers, they must avoid such hypocrisy. T. JOHNSON-NEWELL,
23 Dalmeida Road,
Leysland, Lancashire.

More letters, pages 18-20

Poly in £11m building deal

An office building which has been empty for most of the nine years since it was built, may be bought by Brighton Polytechnic.

The conversion of the building for film would save ratepayers £11m. East Sussex education committee agreed at their meeting last week.

It would be cheaper and quicker than building new premises, and would solve the polytechnic's lack of "space" which the Council, for National Academic Awards criticized recently.

Next week

The magic ingredient

Myra Barts examines the popularity of the wacky world of Dr Seuss. Features: Frank Booton on the DES's youth work review; Donald Baker on the effect of cuts on the under-fives; Zoe Pathevis and Margherita Rendel on women's studies; Arthur Marwick discusses the origins of contemporary war studies. Books: Mary Warnock on the application of sociological theories of deviance in the classroom; Seamus Hegarty on special education; Rosemary Harill on Charlotte Brontë; Geoffrey Breverton on medieval theatre; mathematics textbooks. TNS Extra: Film in education.

WILLIAM TYNDALE SCHOOL

Report by Mark Jackson

ILEA 'feared confrontation'

Fear of the North London Teachers' Association discouraged the ILEA from taking action over the school. Mrs Valeria Fairweather, vice-chairman of the managers, suggested. She got this impression, she told the inquiry, when she went to see Mr Harvey Hinds, chairman of the schools subcommittee, last March, with a group of other managers. "It appeared to me that he was anxious to avoid a confrontation with the North London Teachers' Association. It seems to be one of the reasons they did not want to take any action."

Mrs Fairweather alleged that Mr Hinds told them that in appointing mathematics teacher Mrs Dorothy McColligan—who has figured in battles with the ILEA and within the association over recent years—the managers had "bought themselves a packet of trouble". Mr Hinds in his own evidence to the inquiry earlier has denied making any remark of this kind.

Mrs Fairweather, who was concluding her evidence, said that Mr Hinds had suggested that a resolution from the managers would help the authority to act and had also agreed with Mrs Elizabeth Hoyle, another of the managers, that a petition would help.

Parents split for and against

The inquiry has concluded its series of evening sessions for parents and local witnesses at Islington. At the close of the final session Mr Robin Auld, QC, the chairman, was told that a number of the parents who had applied to testify had not shown up. He ruled that they would have to attend the ordinary sittings at County Hill in the daytime if they still wished to be heard.

Early in the week Mr Auld, whose sense of urgency has been increasingly manifest since before the Christmas break, took further steps to speed up proceedings. Lawyers representing all the parties have been told to estimate how much time they will require to examine the remaining witnesses, and the daily sittings have been lengthened by an hour.

On Tuesday afternoon, when proceedings were held up for 20 minutes because a barrier was appearing in another case and all the others refused to cross-examine out of turn, Mr Auld made his irritation very evident, and insisted

Stress imposed

The director of Islington Law Centre, himself a Tyndale parent, accused "certain managers and members of the Labour party" of deliberately imposing stress on the junior school staff.

Mr David Hartor, a solicitor who is also qualified as a barrister, said that he and his wife Caryl returned from abroad in the summer of 1974 to find a campaign was in operation against the school.

"After innumerable conversations, I came to the conclusion that the school was being harassed by certain managers and by certain members of the Labour Party. These people attacking the school were the young middle-class Labour Party of south Islington."

that the inquiry sit an extra half-hour.

The evidence of parents who have appeared at the Islington sittings has differed sharply, as have their appearances, accent, and occupations. They have divided more or less evenly between middle class and working class, and some witnesses from each group have given evidence for the managers and for the teachers respectively. Other witnesses have come forward to give evidence in enthusiastic support of the Tyndale infants school and its headmistress, Miss Brenda Hart.

Some witnesses described the school as "bedlam", with children sweating at women teachers unchecked, being left to play all afternoon, or wandering out of the school without any of the staff noticing. They complained that their children felt behind with reading or with mathematics, either after Mr Ellis took over, or, in the case of younger children, after transfer from the infants.

Inspiring future

A headmaster's report on Mr Terry Ellis was given to the inquiry on Tuesday. It came from Mr Philip Clark, former head of Charles Lamb primary, Islington, where Mr Ellis was deputy and acting head before taking over Tyndale.

Mr Clark told the inquiry that he could not speak too highly of Mr Ellis as deputy headmaster. He said he had the greatest confidence in his future as an exceptional and inspiring headteacher.

He added: "I have not in 26 years in the service of the authority taught with a more imaginative colleague."

As deputy, Mr Ellis had introduced team teaching at Charles Lamb, the progressive educational system whose application by Mr Ellis at Tyndale, it has been alleged, played

Others, however, said Mr Ellis and his colleagues took great pains, successfully, to teach their children who had fallen behind. One mother spoke of the care the head had taken of her diabetic daughter, and another alleged she had heard parents sweating at the teachers, adding "sweating isn't anything to do with education—it's the way they're brought up at home."

While some of the parents threatened that they would remove their children from the junior school if Mr Ellis and his colleagues returned after the inquiry, others vowed that they would take their children away if the staff did not come back.

One couple, while convinced that the school was making progress in the term before the ILEA inspection, added their long written statement: "It is the children who have suffered most despite pious comments from the teachers, managers, and the education authority personnel that their chief concern is the children's interests. Hopefully, out of the 'ruins' a decent school can emerge."

a big part in the parental criticisms of the school.

Mr Clark said that Mr Ellis was at times impatient with what appeared to him to be stupid, self-centred or reactionary attitudes in adults, were they parents, teachers or others.

Mr Ellis's thinking, Mr Clark said, was needed as a stimulus to relatively conservative teachers like himself to safeguard them against becoming reactionary.

Mrs Jackie McWhirter, the first of the Tyndale staff to give evidence after the headteacher, told the inquiry that the behavioural difficulties that arose at Tyndale were no different from those at many other similar schools and they had happened under Mr Ellis's predecessor.

Deputy, Mr Ellis had introduced team teaching at Charles Lamb, the progressive educational system whose application by Mr Ellis at Tyndale, it has been alleged, played

Head's account of strike goes unchallenged

An important part of the evidence of headmaster Terry Ellis remained untested when he concluded his testimony this week. It is his account of the events and the staff walkout last term.

The action of the head and of the junior school staff in sitting at the scheduled start of the ILEA inspection has been widely regarded as the most controversial episode of the Tyndale conflict. It has concluded some of the bitter criticisms of the teachers, both in public debate and in the evidence of witnesses, including parents.

Mr Ellis put forward his justification of the strike decision in a 4,000-word written statement, as reported in an earlier issue of the *Times*.

Although he has been questioned meticulously by opposing counsel on his main evidence, no one has cross-examined him at length on the contents of the supplementary statement, which covers the period of the strike and its opening.

The statement mainly concerns alleged transactions with managers and with the ILEA. On some of the matters other accounts have already been given by witnesses.

But a good deal of Mr Ellis's alleged story about the teachers' walkout, the strike, and the subsequent intentions at a crucial period of the strike, became despatched in correspondence with the chief education officer, Dr Eric Braithwaite, who has not been called to rebut them.

All counsel will be able to comment on Mr Ellis's supplementary statement along with the rest of the evidence in their speeches to Mr Auld at the end of the proceedings, when Mr Stephen Sudley, for the head, will be able to draw attention to the fact that the ILEA had challenged the supplementary statement in cross-examination.

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Cautious welcome for RSG circular

by Mark Vaughan

Education officers have given a cautious welcome to the Government's joint circular explaining the rate support grant settlement for 1976/77.

They are particularly pleased with the better deal for the under-16s, the Government's claim that it should be possible for pupil-teacher ratios to be maintained and the precise definition of how the "standstill" will affect education.

The local authority associations have also welcomed the statement that the grant is not applied uniformly across the country, that "for some it must be higher, for others it should be lower".

Education, which is now clear did not overspend last year, is given an increase of 2 per cent in real terms.

For the first time the circular gives details of how the various local government services overspend. The largest budget, education's £4,831.3m, rose by only 0.1 per cent to £4,834.4m. This is regarded by the Government as so negligible as not to be overspending.

The environmental services overspend by 1 per cent, and health and social security by just under 4 per cent.

The Association of County Councils, said a spokesman, are "very pleased" with the Government's guidelines for 1976-77. "We would have liked more money but it isn't possible. The circular proves that the Council of Local Education Authorities have done the job they were asked to do at their conference in Cardiff last year—to make sure that education played a full part in the economy while not taking more than its fair share of cuts."

He added that a comparison of the circular with the Government's *Forward Planning* paper issued last September showed a marked improvement on the question of how L.E.A.s treated their under-fives.

A spokesman for the National Union of Teachers said the circular

now on be deeply suspicious if there is too much talk about a play like *Exiles*. The circular would seem to amount to quite possibly to the ratepayers' parents were allowed to sit at the back of a good many training college lectures on subjects like educational psychology.

Of course there is and must be a limit. One has some sympathy with Mr Terry Ellis's plea that "if you are pressurized from the outside it diminishes your efficiency on the inside". The ultimate result of the inquiry will be helpful in enabling the general public to quantify both the pressure and the efficiency. But it is not going to be easy to restore public confidence in the efficiency of a public service which quite apart from anything else is so deeply at exposing its own limitations.

Suppose the president of the Royal College of Surgeons were to say "Surgery as it is now under attack and taught is a dubious subject", there would be an understandable furor. When, however, a Judge, Director of the Oxford University department of educational studies, says the same thing about education, one is surprised at so clever a man putting himself in a truism. He would the mass of parents think they were to read the *Times* "Oxfordshire is one of the few L.E.A.s to make a systematic assessment of how to plan for the 16-18 age group." To get that right would we perhaps need a further 500,000 non-teaching staff? Even in one vital area at least could be affected by restoring direct grants and so diminishing the flow of Cadillacs into the car park of Manchester Grammar School to make room for some push-bikes for working-class homes.

Both in matters of theory and practice we have been paying a price (literally and metaphorically) for 20-odd years of reforming and which has tended to run too far ahead of public opinion. Of course there would never have been a public education at all unless somebody had once thought "what was good for the goose was good for the gander". Once upon a time teacher knew best. But once upon a time, in 1920—the silver content of our coinage was 92.5 per cent.

Comprehensive campaigner attacks proposal to select at 14

A proposal to require comprehensive schooling up to the age of 14, but to permit separate secondary institutions thereafter, has been attacked by Mr MacLure, editor of *The Times Educational Supplement*. Last year, would institutionalize "the most unpopular form of reorganization ever tried".

This is the view of Mrs Caroline Benn, of the Campaign for Comprehensive Education, writing in the current issue of the *Supplement*, *Comprehensive Education*.

Using figures from the Department of Education and Science, she shows that the proportion of comprehensive schools with an optional selective transfer at 14 plus has fallen markedly—from 3.1 per cent in 1971 to 0.2 per cent in 1974. She claims that this system, which was chosen in operation for 10 years, comes closest to her interpretation of Mr MacLure's proposal.

The suggestion was that any change in the law should be limited to preventing selection into separate types of secondary school before the age of 14. It was envisaged that

NALGO step up war on cuts

The trade union campaign against cuts in public spending was stepped up this week with the publication of a pamphlet by the National and Local Government Officers' Association.

Mr Geoffrey Drain, NALGO general secretary, said the cuts meant that a crisis of enormous social dimensions was looming.

"The time has come to speak out before irreparable damage is done to the fabric of our society," he said.

Copies of the pamphlet are to be sent to MPs, councillors and public employers. It says that already there is teacher unemployment, and severely over-crowded classrooms. "Education is scheduled on paper

expected staffing ratios to be maintained. "It provides us with ammunition in our fight locally and nationally to see that the ratios are not worsened."

The September circular said L.E.A.s with falling populations should reduce their teaching staffs "proportionately". The new circular says that while some authorities with rising school populations will need to increase staffs, those with falling populations should "effect a corresponding reduction as quickly as opportunity permits". This gives more latitude to L.E.A.s.

The Association of Metropolitan Authorities said they were glad the guidelines were "general, rather than specific". All local authorities had changed their minds during the year for wanting to be told by Mr Mulley exactly where to make the cuts.

The circular says that L.E.A.s should be able to admit children of three and four part-time, but only up to the limit of existing accommodation. In primary, secondary and special schools there is an allowance in real terms for a 11 per cent increase in non-teaching costs.

"However, this margin is not intended to secure an improvement in services; it will only cover inevitable costs in the running of schools—mainly primary schools—where pupil numbers are diminishing, and unavoidable increases in unit costs as the proportion of older pupils grows."

The circular tells authorities that meals and other charges should be raised enough to maintain income and special schools there is an allowance in real terms for a 11 per cent increase in non-teaching costs.

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For the first time the circular gives details of how the various local government services overspend. The largest budget, education's £4,831.3m, rose by only 0.1 per cent to £4,834.4m. This is regarded by the Government as so negligible as not to be overspending.

The environmental services overspend by 1 per cent, and health and social security by just under 4 per cent.

The Association of County Councils, said a spokesman, are "very pleased" with the Government's guidelines for 1976-77. "We would have liked more money but it isn't possible. The circular proves that the Council of Local Education Authorities have done the job they were asked to do at their conference in Cardiff last year—to make sure that education played a full part in the economy while not taking more than its fair share of cuts."

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Spending row holds up nursery plan

This year's nursery expansion programme in Warwickshire will bring in the balance until the county council meet next month to resolve a dispute over spending.

Mr Michael Ridger, the county education officer, said this week that the education committee had voted against November's council proposal to abandon the nursery expansion programme because of continuing revenue charges.

Instead, they had decided to spend £1m on new buildings and not to cut any money for staff salaries.

The decision was criticized last week as ill-logical by the local Nursery Action Group. Various agencies are now looking at ways of using the buildings.

Mr Ridger defended the committee's decision and said: "Whatever else we have, we must have the buildings. After that we can decide how we can most usefully use them."

"The 1976-77 programme remains cut but the package will recommend alterations to the decisions that have been taken, and will bear in mind the wishes of the education committee."

Head to face Surrey probe

Surrey's county education officer is to look into parent's allegations that an infant school headmaster assaulted a boy with his artificial leg for turning the wrong way in a map-reading lesson.

Parents in Chertsey, Surrey, have called for the dismissal of Mr Robert Smith, head of St John's Church of England School, for his alleged harsh treatment of his pupils.

Earlier this year Lieutenant Commander John Kennett, a county councillor, wrote to Mr John Henry, the county education officer, to inform him of three alleged assaults by Mr Smith in recent years.

Commander Kennett felt that the parents of David Buxton, who claimed that he received a blow from Mr Smith's leg, were justified in sending him to another school. He was also asking the authority to remove him from the school.

Mr Smith said that his legal advisers had warned him against commenting, other than saying that the education authority were now dealing with the affair.

1,751 empty poly places

Polytechnics and colleges in London and the south east are running nearly 10 per cent below capacity for first-year admissions to full-time and sandwich degree courses and Higher National Diplomas. This is in spite of higher recruitment to courses last October.

Figures supplied to the London and Home Counties Regional Advisory Council for Technological Education and distributed to local authorities, show that there were 1,751 empty places out of a total of 5,225 places which could be filled "if suitable applicants had been forthcoming without adding to the staff or accommodation required".

Comparative figures for universities, which are not included, suggest in a *Times* inquiry that at least two in the region, Sussex and City, also had empty places for full-time degree courses in October.

Both universities admit to having approximately 100 vacant places in full-time courses in mathematics, applied science and molecular science.

One of the weakest recruiters to degree courses among polytechnics is Thames. According to the report it has had seven courses over the last three years which failed to recruit 24 students—the minimum according to the Pilkington standards of course admissions.

Among the best recruiting polytechnics were the City of London and Central London. Middlesex appeared to be most ruthless in dropping weak courses which failed to recruit.

Forty-three new degree courses were started by polytechnics and colleges last year, 20 of these were new BEd degrees in education colleges and polytechnic departments of education.

Times Higher Education Supplement.

Mixed ability throws up assessment problems

by Bob Doe

Ways of measuring attainment in mixed ability teaching are inadequate, says a Schools Council examination bulletin published this week. The bulletin of streaming and introduction of integrated courses has emphasized the shortcomings of methods of assessment used in secondary schools.

In *Assessment and Testing in the Secondary School*, Mr Rory Deane, educational adviser in the Council's Central Examinations, Research and Development Unit, says: "The problems of any school assessment—the subjective nature of much of the assessment, the difficulty of ensuring comparable standards of judgement, the time required to carry it out and the record keeping associated with it—are all accentuated by the mixed ability situation."

When no two pupils covered the same work it was impossible to use tests that covered the whole syllabus. "Reading and writing problems for some pupils may invalidate conventional testing methods and some people feel the philosophy of mixed ability teaching precludes any form of competitive testing."

Oral tests, a series of tests of overlapping difficulty, or assessment based on coursework could be used. "It must be admitted, however, that none of these solutions is a panacea. It is regrettable that our measuring instruments are not yet adequate for the task they are asked to perform."

The bulletin criticizes school reports for cryptic, illegible comments and meaningless grades. The main consumers of school reports, parents, should be consulted more on what they wanted and what interpretation they put on what they got.

"Assessment and Testing in the Secondary School," by Rory Deane, Schools Council Examinations Bulletin No 22. Evans/Methuen Educational £2.70.

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Mulley: no magic.



Miles: no bashers.



...and some of the audience.

North of England conference

Too much wrong for comfort

Mr Fred Mulley, the Education Secretary, admitted last week that he had no magic remedies to quell the "growing chorus of discontent" about the education provided in a minority of schools, colleges and universities.

"People are worried by some of the stories about education that make the headlines—William Tyndale, the North London Polytechnic and, not so long ago, troubles at this university itself and others", he told the North of England Education Conference at Lancaster University.

"The list is too long for comfort."

"How should we answer these criticisms and, to the extent that they are valid, what can we do about them in these lean years? Frankly, I have no magic remedies and I do not believe it is possible to find any."

His impression was that most children and young adults were using their time in schools to much better purpose than their predecessors. "I firmly believe that the quality of the great majority of those leaving school and further and higher education is as high as ever."

The Assessment of Performance Unit would show that "overpublicized shortcomings" were not typical of the system in general, he said.

Mr Mulley fully endorsed the learning of basic skills—the three Rs—in schools. "In the north of England in particular, people have never lost sight of the importance of the three Rs. There are times though when we should boldly reaffirm our belief in the learning of these basic skills."

Differences in opportunity and achievement were still too great between classes, regions and sexes. It is good that the number of working-class children going on to higher education has risen—but wholly unsatisfactory that, in proportion to their numbers, middle-class children get five times as many university places.

Differences between the English regions were greater than they should be. "We all know of the historical and environmental reasons for the relative failure of young people in the industrial areas of the north of England to stay on at school and to go on to higher education."

"But too many employers in the north, still, in a way that would astonish their opposite numbers in

Germany or France, encourage young people to go into industry at the earliest opportunity, rather than equip themselves with technical, professional or managerial skills."

On sex differences, Mr Mulley said that although nearly as many girls as boys obtained two A levels—an improvement on the two to one ratio in 1956—the proportion of higher education places obtained by women had risen from only a quarter to a third over the same period.

There was no difficulty in drawing young people into the professions and public service, he said. But we must instil a deeper respect for careers in wealth generating industries and commerce upon which our economic future depends."

Mr Mulley said he did not envisage a standstill in educational spending next year. "If local authorities use the resources available to them in the way foreshadowed in the circular (on rate support grant), spending on education will rise by over 2 per cent in real terms between this year and next. If standards of provision do not rise, they certainly should not fall. I hope that education committees will make the circular a reality."

"This unmitigated platitude is apparently inspired by the half-paved intention that these confident manipulators of human destiny should determine centrally the motives and needs of some millions of education-seekers, much these with a corresponding range of courses and curricula, and match these in turn with the unpredictable future manpower needs of a post-industrial society."

"Fortunately, such gargantuan silliness will always be frustrated by reality."

'Make staffs work two more weeks a year'

Teachers should be made to work at least an extra two weeks a year, said Dame Margaret Miles, former head of Mayfield School, London. This would avoid all the confusion at the start and end of term.

"I think that teaching today demands so much fresh preparation, and participatory policies demand so much time for consultation that the teachers' working year should be statutorily longer than the pupils' by at least two weeks."

"This would lead to greater efficiency and professionalism and avoid loss of teacher-learning time and avoid muddle and uncertainty at the beginnings and ends of terms."

Dame Margaret also wanted more clarification about working hours and conditions.

"The Houghton award has put teachers' salaries on a truly professional basis and no longer can low pay be said to be compensated for by long holidays and a relatively short working day."

"Of course, the 'good' teacher has always assumed that she will take work home, conduct voluntary clubs after school, come in before the beginning of term and stay after the end. But lots of teachers who may be very effective in the classroom do not do these things, and

some heads find it difficult to staff a conference after school or in the holidays."

Money might be saved by national authority co-ordinating work of all the audio-visual companies. It would be cheaper to abandon pen, show-place buildings for school substitute flexible, purpose-built units.

Dame Margaret attacked "comprehensive-school bias" and in particular, those who reported the Black Papers.

She wanted a bit of "bromide thinking" (so called because tough, practical, neutral and to counteract the "dangerous" influence of views).

"To some, all comprehensive schools are bad and all day and those vaguely defined 'mar' schools are good; perhaps education is the devil, and the three Rs are of God; or, the other way round, this kind of debate can lead to sound practice. We must hold on to some middle ground and look at the actual needs, children and young people in school and give them some of the best of both worlds."

By contrast, in schools which have been taking girls on an experimental basis in sixth-form classes, the Act seems likely to slow down the growth of opportunities for girls. The Equal Opportunities Com-

More Oxbridge places for girls?

by Auriol Stevens

The chances of girls getting Oxbridge places from autumn 1977 are likely to be significantly improved by the Sex Discrimination Act.

At Oxford where five colleges, formerly for men only, have been taking a quota of women students for three years, such quotas will now become illegal unless the colleges apply for a transitional exemption order or their right to spend their money on girls is challenged under the terms of charitable trusts and bequests.

At Cambridge the three colleges taking men and women undergraduates are already admitting students on merit only rather than according to sex quotas.

The change is causing concern among the women's colleges, particularly at Oxford where the five-year experimental period during which the quota will operate has not yet been assessed for another year.

The university is now taking legal advice, and the hopes of the women's colleges are pinned on the clauses of the Act which deal with charities. Their fear is that an increase in places for women at the richer men's colleges will result in a lowering of their own standard of intake.

At both universities the standard of the "marginal woman" has always been higher than that of the "marginal man". A more equal admissions policy—provided girls apply in greater numbers than they have been—should raise the overall standard of the universities and lower the average standard of women students. For the women's colleges this could threaten their traditional positions high on the league tables of academic success.

By contrast, in schools which have been taking girls on an experimental basis in sixth-form classes, the Act seems likely to slow down the growth of opportunities for girls. The Equal Opportunities Com-

mission have been advertising widely since the Act came into force. The text of their advertisement states that "it is particularly important that parents are aware of their children's rights". This follows a flat statement that from next September "coeducational schools must not discriminate in their admissions".

The Act however makes it clear that institutions can be considered single-sex where the number of members of the opposite sex admitted are "comparatively small" and their admission is "confined to particular courses of instruction or teaching classes". No definition of "comparatively small" has been made, either by the Department of Education and Science or the commission. It will therefore be a matter for case law to decide. The Sex circular on the Act, which is due to go out next week, does not define the phrase any more closely, though it does discuss the kind of institutions to which the term applies.

These are mainly schools, most of them independent, either girls' schools who take a few boys in the infant classes or boys' schools who take some girls in their sixth forms. It can also apply to mature men attending courses at teacher training colleges for women if, for example, this would mean they could continue to live at home.

Meanwhile independent schools are hesitantly asking for guidance and are unlikely meanwhile to expand the numbers of girls (or boys), lest they fall outside the definition of comparatively small and lose any control over their admissions beyond that which they could gain by applying for a transitional exemption order.

These orders can be made by the Education Secretary to cover a limited period in which an institution is changing from single sex to coeducational.



More than a joke

How education reinforces the roles which boys and girls learn in infancy is the subject of the first in a three-part series of books for young people, teachers and parents to be published this spring by Virago under the general title *The Gender Trap*.

Education and Work, which comes out next month, uses a mixture of irony, cartoon, humour and stern moral injunction to expose the, for girls, frustrating, and for boys, liberating function of school organization, the curriculum, examinations and careers teaching.

The co-authors of the series are Carol Adams and Rae Laurikari, both until recently teachers at Tollymore Park School, London.

With a judicious selection and juxtaposition of facts and myths, they attempt to show how work differs for men and women.

Education and Work will be published by Virago on February 9 (£2.95, paperback £1.25).

Not trained to handle slow learners

by Jane Headley

Most teachers in remedial departments in Birmingham secondary schools have received no special training, says a report presented to Birmingham Education Committee this week.

The report, compiled by the secondary panel of the Birmingham Association of the National Union of Teachers, concentrates on learners in the city's non-selective secondary schools. The research was undertaken after a report on *Slow Learners in Secondary Schools* by the Department of Education and Science criticized the provision for remedial teaching.

A DES survey found that only 32 per cent of the schools surveyed have remedial departments. However, the Birmingham report says that most of the city's secondary schools have a remedial department of some sort.

But "less than a quarter of the teachers in remedial departments have taken a course of training of a year or its part-time equivalent, a few had taken one-term courses and others short courses. Most of the teachers who have had some specific

training were heads of departments, very few others have had much training. Without doubting the good will and intuitive sympathy of those in charge of the slow learning pupils, there does seem to be a lack of specialist training among them."

Mr John Lockwood, chairman of the secondary panel and head of the inquiry, said he hoped "in future slow learners would get a better deal in the city's secondary schools."

The report's recommendations will now be considered by the education committee. Among them is the suggestion that secondary schools which were previously selective but now have an all ability intake need extra help to cope with a group of children with whose needs they were not previously equipped to deal.

Other recommendations call for additional secondment to in-service courses for teachers of slow learners, short in-service courses for all secondary school staff and recruitment of part-time teachers to help with reading problems.

We'll fight cuts, say NUS

Mr Charles Clarke, president of the National Union of Students, sharply attacked the Vice-Chancellors' Committee last week at the union's university section conference in Durham.

He condemned a statement made in November by the Committee of Vice-Chancellors and Principals on universities in a period of economic crisis.

By their willing acceptance of cuts in the university sector, the committee had ensured that standards of education would suffer and staff would be cut.

"On behalf of the 245,000 university students in membership of the NUS, I say we do not accept these cuts—on the contrary we will fight against them with all our might."

The vice-chancellors and principals were also criticized for pick-

ing out university academic staff as particular sufferers from the Government's £6 pay limit.

Mr Clarke said the living standards of all other university staff and students had gone down. The committee should not just defend one section of the community at the expense of others.

Mr Jimmy Milne, general secretary of the Scottish NUS, backed the fight against spending cuts. "The burden of cutbacks in the public sector fell on the education and health services which was what the public regarded as part of their high standard of living."

"The TIC and the NUS must combine forces to make the maximum impact on the Government in education."

Times Higher Education Supplement.

'Leave choice of HE to sixth-formers'

Sixth-formers should be free to choose the type of higher education they want, Sir Toby Weaver, former deputy secretary at the Department of Education, told the conference. "It must be left to the learners themselves to vote with their feet."

"If their choice is to be effective, two conditions must be satisfied. There must be the widest possible variety of courses and curricula from among which to choose, and an advisory service of sufficient range and reliability to make their choice an informed one."

Higher education should continue to be provided in a "rich diversity" of institutions. He was sceptical of suggestions that a "single type of monolithic post-18 institutions" should serve such area.

"I am equally disenchanted by the proposal now being vigorously canvassed that some commission-like body consisting of some 20 omniscient men and women, centrally recruited by undisclosed methods, should monitor the educational life chances of our fellow citizens."

"This unmitigated platitude is apparently inspired by the half-paved intention that these confident manipulators of human destiny should determine centrally the motives and needs of some millions of education-seekers, much these with a corresponding range of courses and curricula, and match these in turn with the unpredictable future manpower needs of a post-industrial society."

"Fortunately, such gargantuan silliness will always be frustrated by reality."

Cut-and-be-damned types upset l.e.a officers

Local government officers needed their own Ombudsman to deal with their complaints, said Mr Lewis Cooke, chief education officer for Lincolnshire.

Constant attacks on education were affecting people in the service, he said.

"Much that is best in our education system can be destroyed by persistent, spiteful and ill-informed attacks on the morale of the people involved—and this is beginning to happen."

you then add on all those strident voices whose battle cry at county hall, or in their own electoral areas, is 'Cut and damn the consequences' and who, as far as I can see, will achieve their ultimate goal in cost benefit when there is no cost and no benefit, then the cost of bitterness of the public servant is indeed full to overflowing."

"Maybe we need yet one more Ombudsman, to whom unjustly maligned civil servants and local government officers can appeal for redress of their genuine grievances."

The education service had to be accountable to the public, he said, but there was a limit to participation in decision-making.

"And there must be a responsible, understanding, well-informed, critical attitude from central government and the community at large, not just a determination to pin responsibility for disappointed hopes and to transfer the guilt complex of society as a whole on to the schools and the local authorities."

Teachers used to know to whom they were accountable. They had their own professional consciences, their pupils, governors and managers and the local education authority.

"Now they and we have to reckon with innumerable special interest groups and pressure groups at local and national level. And also with the Local Government Commissioners, the Race Discrimination Board, the Health and Safety at Work Board, the Equal Oppor-

tunities Commission, tribunals, and so on. "Where in all this is the l.e.a. officer, the committee member and the county councillor?"

Mr Cooke said he was the "uncritical" applied business management education, but wanted to search into what makes schools good and bad.

"I think perhaps teachers need to take a much more active role in dealing with teachers' demonstrators and teachers' unions—though, as I've frequently said, that would be much easier hadly educated children break out in spots to be tried experimentally."

"Maybe a voucher system, not a trust, in schools in some areas of higher education."

"Why do many of us in where but to local government a firm but sympathetic standing of direction of services?"

"Why has local government it seems to me, totally lost the simple but all-important effectiveness in the public sector, the morale of the workers, the critical factor, not conditions of life, but the morale of the workers, which seems often to produce problems than they solve? There now to give local government purpose and hope?"

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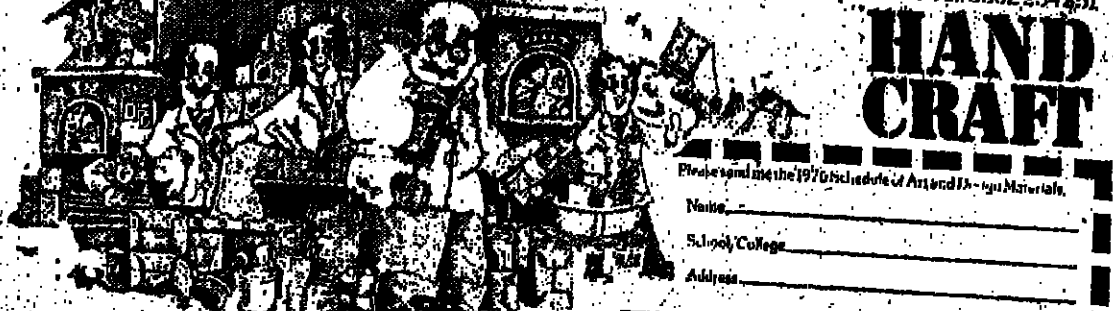
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Lectures will include: Curriculum for What?; Timetable Blocking (with practical demonstration); Evaluation, 13-16 School Case Study; Policies for the Whole Curriculum 13-16.

In addition members will have opportunity to select, from a choice of 10, 2 subjects which they wish to explore more fully, in a working group led by a Course Tutor. These subjects include: 6th Form, Use of Resources, Pastoral Care, The Role of the Head, 4th and 5th Year Options, Staff Consultation, etc.

This course will be staffed by an experienced team, who will be working together for the fourth year in succession. Senior members of staff and those anticipating positions of authority are strongly invited to attend. (C76/4)

12-15 April Alcuin College, York

CURRICULUM PLANNING AND DECISION-MAKING IN THE SECONDARY SCHOOL

Course Director: John Hipkin, ACE Director

This ACE Course is intended for heads, deputies, directors of studies, heads of department and other teachers interested in curriculum planning and decision-making. The focus of the course will not be so much upon the theoretical questions of what the curriculum should comprise, as upon the practical processes of devising and implementing curriculum policies. Among the themes to be taken up on the course are: communication, consultation, collaboration and decision-making; the exercise of authority; in essence the course will tackle the problem of how members of staff with different roles, responsibilities and allegiances can formulate and implement shared curriculum aims.

The course will be based on the main study group work but there will be a number of plenary sessions.

Applicants will receive full details of study group leaders, their methods of working and the questions to be explored and they will be allocated, as far as possible, to a group of their choice.

Study Group Leaders:

Michael Armstrong, Courteshill College, Leicester, Hugh Benzie, Headmaster, St. Luke's School, Pinner, Middlesex, Elizabeth Richardson, Head of the Centre for the Study of Group & Institutional Relations and Reader in Education at the University of Bristol, David Styan, Headmaster, Marple Ridge High School, Stockport, Cheshire, George Walker, Deputy Headmaster, Carlisle High School, Carlisle, Cumbria. (C76/3)

Early application is advised for all ACE COURSES

Full details of these and other courses in 1976 can be obtained from:

Courses Officer,
ADVISORY CENTRE FOR EDUCATION
32 Trumpington Street,
Cambridge CB2 3PQ (0223) 61466

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The following are amongst courses for serving teachers, arranged to take place in Bristol during 1976.

Spring Term 1976

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February 22nd-23rd (non-residential)

Summer Term 1976

The Organisation and Administration of Primary Schools: a course for heads, deputy heads and other senior staff.

July 6th-8th (non-residential)

What is Engineering Mathematics?

July 7th and 8th (residential)

What is Mechanical Engineering?

July 5th-9th (residential)

Autumn Term 1976

Facilities will be available within the School of Education whereby a small group of teachers will be able to follow a one-term full-time individual programme of in-service study of their own choice related to the education of young children aged 3-7 years or to the education of 8-11 year-olds.

Please write for further details of any of the courses to: P. W. Taylor, School of Education, 35 Berkeley Square, Bristol BS8 1JA

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Mathematics - 9/13 Years (DES T91)

3rd May-9th July 1976

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Publication of a Home Office report on truancy coincided with a meeting this week mark the end of the first year of a NACRO delinquency project. FRANCES STADLEN reports

Truancy a sign of distress

Truancy is an important sign that a girl is distressed and may be heading for a court appearance, according to a Home Office report published last week.

The report examines the influences of family and environment on 14 to 16-year-old girls who appeared in court at Greenwich in between October, 1967, and March, 1968. It also shows that many of them had attended or been recommended to a child guidance clinic, or had been considered in need of help. Often such help had not materialised.

The study wants better communication between all parties involved in a court appearance. Court action must not, it warns, become stereotyped.

It also suggests courses in "self-concept therapy" to give girls in trouble more self-respect and confidence. Many girls would regard such courses as relevant and the study wants them on the normal school curriculum.

Only 32 per cent of the girls who were still at school thought they would stay there until they were 16. This compares with 89 per cent of a control group of school girls. There was more than twice as much cooperation between the school and the parents of the school girls in the control group. About three quarters of the court girls admitted to truancy, compared with about a quarter of the control group. Their IQ scores were significantly lower and nearly half of them were considered to be doing badly at school, compared with only 13 per cent of the control group.

It is health, low income, poor housing and decaying surroundings affected the family relationships of the court girls. Eighty per cent or more had a close friend or relative who had also been in court.

The report distinguishes between girls before the court for offences and those in need of care, protection or control. The offenders tended to have difficulty with school or work, whereas the behaviour of the others seemed to be a reaction to stress in the family.

The offenders preferred to truancy with friends and this was often when they committed the offences. The others often played truant alone or stayed at home to look after a member of the family.

About half of both the court and control group girls had been helped by people in authority. The court girls found teachers and social workers helpful; some who had difficult home backgrounds had been given support by their schools.

Despite this, more than half of the court girls felt that no one had helped them. Apart from the anxiety of appearing in court, the girls said their problems were relationships with boyfriends and conflict with their parents, other quarrels with their parents and relations with other members of the family.

Published in the same report are the results of another Home Office study which followed 129 girls sent to borstal in 1963 for eight years after their release. About half committed no further or only one or two minor offences during their stay. About one or more prison sentences, most of them committing their offences within three years of release.

Information about the girls' circumstances was insufficient to draw any firm conclusions. "Practically any hypothesis—biological, psychological, sociological or economic—that has been advanced to account for offending can be illustrated from the histories of these girls." However, the research suggests it may be more fruitful to give girls being considered for borstal more support and training in the community. Family relationships, it says, are so important to them that they can be with the people who can help and support them.

Unless the material circumstances of the girls can be improved there is little chance of improving their behaviour.

Further Studies of Female Offenders: Home Office Research Study No. 33: HMSO, £1.55.

Link against crime

Juvenile delinquents who are encouraged to look at their relations with school, family and friends and learn practical skills may do better than if treated conventionally in borstals, detention centres or community homes.

This was suggested by Mr Nicholas Hinton, director of the National Association for the Care and Resettlement of Offenders, at a meeting this week to mark the end of the first year of NACRO's Hammersmith teenage project in Shepherd's Bush, London.

The project works with boys and girls between 12 and 16 who have been in trouble with the law or referred by other agencies. They have a three-year grant of £180,000 from the Home Office's Voluntary Services Unit, the Inner London Education Authority, Hammersmith's social services department and various trusts.

Mr Hinton said that more than half the children sent to an institution committed another offence within two years of leaving it. Juvenile crime figures had risen by over 40 per cent in the past five years.

"Conventional methods of dealing with young offenders have proved costly failures. Wherever possible they should be dealt with in their local community rather than moved and put into a project where they are planning this approach."

Their aim was to find out whether teenagers in trouble could be

helped by working with a "link" for three months. The link was a member of the project who had a similar background who may also be committed offences in the past.

Together they sorted out the difficulties which the teenagers were having with their school, friends, and neighbourhood. The time was also used to acquire skills which would help him to face the future.

Those who refused to go to school or who had been expelled on like part in an educational programme aimed at getting them to school. In the past six months 42 teenagers had been involved could take up to 60.

One special feature of the project was the effort they made to work with the police's juvenile bureau, social services department and the courts and other agencies.

Mr Michael Whitlam, director of the project and a former prison governor, said relations with magistrates and the staff of the Hammersmith juvenile court were excellent. They had been with "the greatest respect".

The linking experiment was working well. There was a "surprising degree of co-operation between the 'linkers', teachers and social workers."

"We make no claims," he said, "to have all the answers, but we are strongly convinced that we are some answers for some offences."

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'Scrap governors'-NAS

School governors are not doing their job and should be swept away the National Association of Schoolmasters said this week. Local authorities should take over the government and management of schools and consumer councils of local people should be set up to act as watchdogs.

In their evidence to the Taylor committee, the NAS and Union of Women Teachers claim that in practice governing and managing bodies have little say in the appointment of school staffs or in financial matters. Most local authorities have failed to attract able and knowledgeable men and women to school governing boards and appointments are usually made on a purely political basis.

It would be far more sensible to abolish governors and managers altogether and let responsibility revert to education authorities. But responsibility for the curriculum must rest with headteachers and their staffs.

The NAS say in this area "the influence of the professionals must be paramount". They also want a more formal recognition that the curriculum is the responsibility of all teachers in a school not just the head.

This week Mr Torry Casey, general secretary of the NAS, said in

99 per cent of cases school governors and managers were "a putty in the hands of the head". In one or two cases they were at loggerheads with the head and that was even worse.

"We are not saying that schools should not be publicly accountable. But at present the full duties of a school governor are so onerous that most of them run a mile and leave things to the head. This means the customers, the local community, are being poorly served."

"We want to see consumer councils set up for every school. Parents and other local people, including local councillors, would sit on them. The council would be there to take a total view of the school. And if they thought the school was doing a poor job they could complain and shout until something was done about it."

"We don't want these councils interfering with the day to day running of a school but at the same time professional teachers are not sacrosanct. They must be able to answer any doubts from the community. And if they can't answer them there must be a question mark about what they are doing."

Mr Casey said heads and teachers would sit on the councils which would meet once a term. The councils could take over some of the jobs now done by parent teacher associations such as fund raising.

Keep out the children—ACT

The Association of Career Teachers is totally opposed to pupil governors, according to their comments to the inquiry. "This association is not in favour of schoolchildren of any age whatsoever being school managers," they say.

"We consider schoolchildren should not be placed in the position of making the kind of judgments required on a board of governors."

The association also wants an end to political and union appointments on governing bodies. Teacher governors should represent all their colleagues and not just the view of their union and local authorities should not make appointments to further "doctrinaire policies."

The ACT want governing boards to be made up of one-third teachers, one-third parents and one-third local authority representatives, plus the head teacher.

Governors should be allowed to decide how the money allocated to a school should be spent. They should also be "kept informed" about the curriculum, syllabus and policies of a school but responsibility for these must lie with the head.

"Nor should governing bodies attempt to judge the competence of teachers, nor tell them what or how to teach. They are professional matters and only members of the teaching profession can make such judgments."

Break hold of l.e.a.s—TUC

School governors should be paid for attending meetings out of public funds, say the Trades Union Congress in evidence to the Taylor inquiry.

The general council want to break local authorities' domination of governing bodies. They suggest that one third of the governors should be staff representatives, including non-teaching staff, and one third community interests, including parents, trades councils, social services departments and employers. The remaining third should be nominated by the l.e.a.

The Employment Protection Act allows governors to take time off work, but does not pay them for this. The TUC want Taylor to recommend a change in the Local Government Act to compensate governors for any financial losses. They also want induction training to be provided by local authorities.

All maintained schools, including voluntary schools, should have the same form of government, the TUC say, though new articles of government should allow for the rights of voluntary schools relating to their denominational character. "Voluntary schools should be able to report regularly to staff, parents and pupils. Each school should have its own governing body to ensure communication between school and community."

Taylor inquiry into managers and governors

The TUC say the internal administration of a school is the preserve of the teachers. Curriculum, discipline and general management should be matters for consultation between head and staff. An integral part of school government was that heads could not impose their views on staff without discussion and consultation.

"It is also vital that the governing body of the school should be involved in all decisions affecting the life of the school. The TUC believes that... head and teaching staff should be clearly accountable to the governors for their policies within the school. The governors will therefore need to be involved with the staff in teaching appointments, the school curriculum and school discipline."

Governors should have some control also over the school expenditure within the local education authority capitation allowances.

In return, governors should report regularly to staff, parents and pupils. Each school should have its own governing body to ensure communication between school and community.



child's play!

Here's news of another absorbing handcraft worksheet from Copydex—It's called 'Let's stick things on'.

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The plumber had to fill in time sheets • the farmer wanted progress reports • the best man had to read out telegrams

'Pat' goes after scared Essex illiterates

by Frances Hill

The launching of the BBC's literacy campaign has spurred some local authorities to make better provision for adults in their own areas who have so far missed out in reading and writing.

North-East Essex have held adult literacy classes for over two years. After launching their own official campaign last September, they are now aiming to meet the needs of all adults in the area who want to raise their levels of literacy. At present

memories. The degree of illiteracy varies.

A surprisingly large number of students come to the classes with specific learning objectives. A plumber who had been made a foreman needed to learn how to fill in time-sheets; a farmer wanted to be able to write out progress reports on his pigs; and one man, who had been asked to be best man at a wedding, wanted to learn to read well enough to be able to cope with the congratulatory telegram.

"If they hadn't got a specific problem they wouldn't come," says Mrs Abell. Most students feel like "odd men out", embarrassed and humiliated by their lack of reading skills. "They sit and tremble when I interview them..."

Students apply to join the scheme by ringing a number which has been widely publicized in the local press and asking for "Pat". They are visited by Mrs Abell before being assigned to classes or home tuition.

Classes are held several nights each week and last for two hours. The eight or nine students in each class get personal tuition from a professional, paid, teacher and volunteers who have been given 10-hour training courses. Initially each student is taught whatever is necessary for him to achieve his own specific objective—filling in time-sheets or reading out telegrams. Later as their "aims change", most students are helped to improve their literacy generally and continue to attend classes for about two years.

Students with particular difficulties may be visited by a volunteer at home for extra sessions between classes. Those who receive home tuition only, because they cannot get out in the evening, or are simply too embarrassed or uncomfortable in a class, are taught according to flexible timetables arranged between themselves and their tutors.

In a class held in December as an extra session after the official end of term, at Graythorpe College of Further Education, in Colchester, Mr Elizabeth Waugh, a trained teacher, and two volunteer tutors worked with six students.

Mary, a woman in her twenties with two children aged eight and five, was reading a book designed for teenagers with reading difficulties. She started coming to the classes two and a half months ago

because she wanted to be able to fill in forms and read to her children.

Like most adults lacking literacy skills, she had found her disability a constant embarrassment. "I made excuses for not reading, I'd say 'I'd left my specs behind, but you can't keep doing that for ever, can you?'"

The classes have made "a lot of difference" to her. "I'm much more confident. You know there are others like you. I expect to keep coming, probably for two years. I would love to be able to read the stories in women's magazines."

Like many other adults with reading difficulties, Mary missed a lot of school. She lived in the country, three and a half miles from school, and bad weather often kept her at home. She fell behind—and "one year's behind you're left behind."

Robert has been coming to the classes for two years. He left school unable to read or write—"the top of the class got all the attention"—but later managed to teach himself to read. His efforts to learn to write were less successful, and he started coming to the classes after seeing an article about them in the Colchester Express. He works as an engineer in the steel industry, and although his inability to write "didn't hold him back in his job", he "got frightened when the time-sheets came round". He can cope with time-sheets now, though "not perfectly", and may come to the classes "for another year or perhaps 10 years".

Michael, a gardener in his thirties, has attended a series of special efforts and classes in a life-long effort to learn to read and write. He finds the individual tuition of the Essex classes more helpful than any previous teaching. He wants to learn to read in order "to lead a normal life."

"I want to get a driving licence without help. I can't fill in completed forms—road tax forms, income tax forms, holiday forms. It's very easy to fill in a time-sheet now, but it's hard to fill in a job sheet..." Michael's foreman helps him with the job sheets, but he "wants independence."

The three other students in the class were foreigners who speak English but cannot read or write. They came into the literacy scheme because there seemed no other suitable provision for them, although they do not belong to the



Personal tuition helps students to achieve specific objectives.

group—native English-speaking adult illiterates of average intelligence—for which the scheme is principally provided.

"Mary and Robert are most typical of our students," said Mrs Waugh. "They have been neglected all their lives, educationally."

Not all the scheme's students are manual workers or housewives; several have their own businesses, and tend to rely on their secretaries to take care of form-filling and correspondence.

So far the scheme is reaching less than 10 per cent of adult illiterates in North East Essex. Those who have come have had enough help or initiative to follow up publicity in local newspapers or, more recently, on BBC television and radio. About a third of the students have come forward as a result of the BBC campaign.

Publicity is now being expanded. Posters have been put on display in local co-ops, doctors are being asked to let their patients know about their scheme and church groups have been approached to help spread the word.

Together with Colchester Theatre in Education group Mr Abell has planned an "amusing afternoon" of drama for school-leavers, on communication and literacy. This will be put on at secondary schools where the masters are willing to admit that some of their senior pupils may not be fully literate. She has talked to people in the probation service who are beginning to make referrals to her.

"But I can't see the literacy campaign getting to everybody. Perhaps more than 10 per cent will be reached even through poking and prying. In the villages people aren't coming forward. Only adults who feel their illiteracy to be a major disadvantage will be willing to embark on lessons, Mrs Abell believes. People in jobs such as farm labouring may manage well enough without literacy skills and never feel the need for assistance."

At present, however, the scheme is attracting increasing numbers. Every article in the local press has brought forward both more enquiries and more volunteers. There is a danger of students outnumbering tutors, except in Harwich, which has a small proportion of middle-class residents. The scheme is financially secure, as the authority pay £2,000 a year in salaries for professional teachers and cover telephone and other expenses.

Among the scheme's future plans is a film to be made with the St Oyst Training College, showing the teaching of illiterates at different stages, to help in the training of volunteer tutors. A coffee bar in Harwich, run by the daytime literacy centre, a day-time class will be held in Clacton. At present there are evening classes in Colchester, Harwich, Clacton and Waker. Colne.

The shortage of teaching materials for adult illiterates has meant that teachers and volunteers must make most of their own materials, though they are able to use some books intended for remedial teaching for teenagers. At the national literacy campaign next year, more materials intended specifically for adults should become available.

'Tough, practical, neutral, warm, not too expensive and has undoubted utility value'

Mark Vaughan talks to Leonard Brown of the ACC

As education officer for the Association of County Councils, one of Leonard Brown's highest priorities has been to see that education should get its fair share of money. More recently, he has insisted that the Government allowed no growth in the service, the implications ought to be spelled out realistically and openly.

This week's Joint Government circular explaining the cuts support grant settlement for 1976-77 in which education is allowed a 2 per cent increase in real terms is, relatively speaking, good news for Leonard Brown—good in two ways. As well as being one of those who fought and achieved this moderate success, he has also played a prominent part in the delicate negotiations between central and local government, forcing the Department of Education and Science to set out precisely and clearly what the standards will mean for education.

Although the circular may be slightly better news for CEOs than the worst they feared six months ago, it would be a mistake to align Leonard Brown too closely with the 105 English and Welsh CEOs and their education committees. For it is here that the most significant aspect of his professionalism emerges—his overriding concern has been for education in the context of local government, and not for education at the expense of other services.

Leonard Brown knows the desires and priorities of education officers from the inside—he worked with Sir Lionel Russell in Birmingham for three and a half years and spent 10 years as deputy to Sir Alec Clegg in the West Riding from 1949.

He believes that education's strength and the contribution it can make to the other services depends on it playing a full part in local government, with a will and strong views on education, he says it is not his job to peddle them.

That said, he has had considerable influence on the education service nationally since he joined the ACC in 1959. With a CBE in the New Year Honours, the influence is formally recognized, as well as his ability to do an extremely complex job through a difficult period, particularly in the last three years which have included local government reorganization and the setting up of the Council of Local Education Authorities.

Formally then, Leonard Brown has made his mark on education as education officer to the ACC's education committee, on all the education committees as a member of the Advisory Committee on the Supply and Training of Teachers, a member of the Soubry Committee, vice-chairman of the National Foundation of Educational Research, and on numerous Government working parties (most recently school catering).

His modesty and unassuming nature (by everyone's account, an accurate description) makes him say that the CBE goes with the job. Privately, although he does not give too much weight to the honours system, he is pleased. This is, he says, his year of retirement—he will not stay on at the ACC beyond his sixty-fifth birthday in September. Leonard Brown was born in Darjeeling in 1911. His father, who had gained a first in mathematics at Cambridge, took his wife, also a Cambridge graduate, to India to set up a large Methodist college at Bankura. Because of malaria and hepatitis, they sent their four sons and daughter back to England in 1915.

At Kingswood School, a boys independent school for the sons of Methodist ministers and missionaries, he was lucky enough to study for his last two years under the new headmaster, B. Sackett. This gave him a "tremendous start in life", but looking back on it, he has an uncomfortable feeling that it was unfair.

His boarding school days left him with a "feeling" that there must be "very good" reasons for sending children away for their

education. Missionaries, he adds, were only to be had at the price of disrupting family life.

Nevertheless, Kingswood, which he says has possibly produced more CEOs and headmasters than any other public school, offered him a straightforward road to university—in 1931 he went to Exeter College, Oxford, where he took a second in classics. He is a "classics man".

The Browns were well known in the thirties as runners. His brother Godfrey and sister both won medals in the 1936 Olympics.

But the family was "obsessed" with the need to be professional, although he says they were saved from "intellectual snobbery" by none of them being clever enough. They were also saved because they were "so bloody poor".

After Oxford, he taught classics at Sevenoaks School, where he stayed for eight years. A motorcycle accident had left him with one leg shorter than the other. This accident was a blessing in disguise. "I haven't much use for people who put in two years in a school here and two years there in order to gain a 'hard knowledge' before going into administration."

If he has one fault as an educational administrator, it is his slowness—at least for some people. This can be seen as a "terrific regard for fairness and objective—almost judicial—truth", while others, including prominent educationists, say he is never to make up his mind, and because he does not seem to have the necessary strength and confidence to carry his members, he never has gone into administration.

Another education officer said he had a bright, but not sharp mind, and that he was intelligent, well read, with a lot of good experience, but "not a commander, not a manager of staff in the modern sense, and not the best of draughtsmen."

He had won influence through being, as one education officer put it, "the small, still voice of reason" which had been heard more clearly since reorganization than before it.

Part of his success in getting a fair deal for education is due to his understanding of people. He is open, natural, insisting on being unbelievably fair to all sides, and has an honesty which has forced him to operate on a totally non-political level.

One prominent local government politician described him as "politically clumsy" in failing to see the political significance of some of his remarks.

Leonard Brown has been good at keeping politics out of education for most of his administrative career, since his first administrative job as assistant education officer in Buckinghamshire in 1942.

Here he quickly became an authority on the Education Bill (and later the Act), since one of his tasks was to inform the education committee of its progress in the House. His knowledge of education law since the war, prompts him to criticize Mr Mulley's present Education Bill on comprehensive, as "taking a sledgehammer to a nut".

Sir Lionel Russell's great gift, he says, was to teach his staff to be thorough—he was apparently professionally exacting to the point of irritation. (It led Leonard Brown to suggest a new motto for the city: Per minutes ad locum—"Through excessive detail to the sewer".)

He singles out Russell, Clegg and Lord Alexander as the strongest influences in his life and says he was "incredibly lucky" to work with them. He also points to the large number of present CEOs who have worked under either Russell or Clegg. Leonard Brown regrets never being a CEO himself, but emphasizes that he would rather have been deputy in West Riding than chief in a small county or county borough.

He had jumped a post when he left Birmingham as senior administrative assistant and became Sir Alec's deputy in 1949. He and the chief architect were quickly presented with a huge building programme for a rapidly expanding school population, and a "large amount of freedom" from the CEO.

But he left after 10 years, because with only a few years between the chief and the deputy, there was no chance of promotion to the top which would have been his ideal. But Leonard Brown's concern for education was beginning to change by this time. He became more and more convinced of the importance of seeing education



not as an isolated popular (and political) bandwagon which it was later to become; but as a part of the whole local government service. He now says "I have been much nearer to seeing education as a genuine partner in local government than many other education officers in the country today."

When the old County Councils Association advertised the new post of deputy secretary (education), he won the job over stiff competition. As recognition of his work—and of their need of him—the ACC changed his title to education officer when local government reorganization came.

Centred around reorganization was, of course, the debate on the future of the Association of Education Committees, and whether CLEA could be the "voice of education". As one of CLEA's chief architects, Leonard Brown has no qualms about the subsequent diminution of the AEC.

Over the past 30 years he feels only a few major mistakes have been made in education. The one he feels strongest about is the

raising of the school leaving age to 16. After getting it up to 15, the next most important thing should have been to get compulsory day release for the 15 to 16 age group.

A second mistake has been the failure to establish a central advisory body for education, as envisaged in the 1944 Act. "We go from one great educational report to another, but what happens to them all? I am honestly not sure whether as much has come out of these reports as would have come out of a standing body."

Last week he discovered yet another educational report at the North of England Conference. Reacting against the normal colour names given to educational papers—black, white and green—Dame Margaret Miles presented "An Educational Brown Paper".

Leonard Brown says Dame Margaret's description of "brown" could not have been a more accurate description of himself—"Tough, practical, neutral, warm, not too expensive and has undoubted utility value", she said.

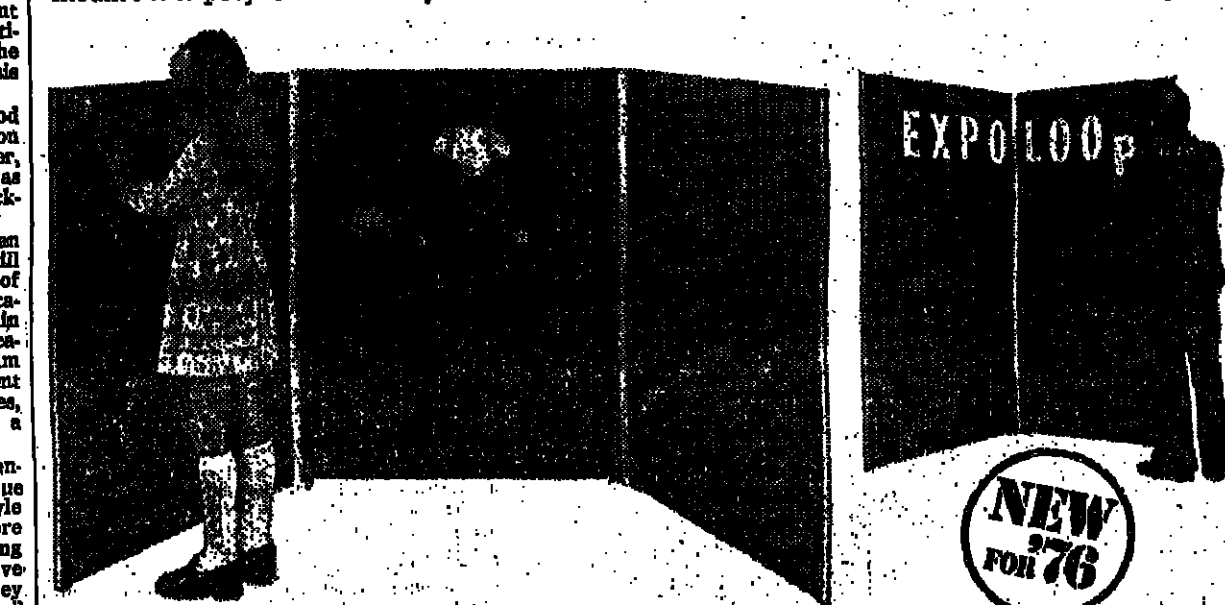
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Sport ESSA boost for water polo

by Stanley Levinson

Water polo enthusiasts are now trying to organize a national competition under the auspices of the English Schools Swimming Association. Publicity material is being sent to schools and other educational institutions and to swimming and water polo clubs.

The ESSA project builds on the existing schools water polo structure which is strongest in London and which has had its own league for the past four years. Not surprisingly, Mr Trevor Hyde, chairman of the league, is the organizer of the new ESSA competition.

Mr Hyde, of Ealing Green High School, London, is not possessive about the league, he was mainly instrumental in starting. There are, he says, many teachers who would like to keep both competitions going. Indeed, the ESSA preliminary rounds in many areas may be played on a mini-league basis.

It is planned to launch the new venture in November with matches at under-16 and under-19. The first finals would be in November, 1977. The Amateur Swimming Association have given their blessing to the water polo championships, and the ESSA have joined them in operating the proficiency award scheme for the sport.

Nancy takes two titles

Nancy Rollason (Sladen School, Kidderminster) reached three finals at the all-England under-15 badminton championships at Wimbledon last week and won two of them. The one that got away was the singles title, which was taken by Sally Leadbeater (Guernsey) by a score of 11-8, 12-9.

However, Miss Rollason partnered by Rosalind Wardle (Derby) beat Lindsay Cox (Weymouth) and Laura Inlitt (Yeovil) 15-8, 15-11 for the girls' doubles and, with Anthony Pryce (Redditch), she collected the mixed doubles trophy after beating the Middlesboro pair Gillian Clark, the schools under-14 champion, and Andrew Gibbons 15-11, 15-10. Miss Rollason, a Wootton Bassett, also collected two titles, the singles in which she beat Nancy Vandyke (Langley Park School, Betkesham) 15-2, 15-4 and the doubles in which she and Yates combined to defeat Mark Elliott (Primley) and Chris Joel (Camberley) 15-7, 15-6.

US try again

The United States may again send a team to the English Schools Cycling Association international race in May. They would join teams from West Germany, France, Netherlands and Britain in the biggest race the association has yet organized.

The Century Road Club of America, which covers all the eastern states, say their team would be stronger than the one which finished at the bottom of the result sheet last year.

The ESCA race, which is supported by the British holiday chain, is promoted each spring bank holiday at Eilat, Yorkshire. It was won last year by the Isle of Man.

Skating champions

Lynne Rickarson, a 14-year-old pupil at Sholing School, Southampton, won the girls' title at the national junior skating championships at the Dossie Leisure Centre, North Wales, last week.

The boys' champion was Mark Pepperday, also 14, who goes to the Matthew Arnold Comprehensive School in Selston, near Nottingham. Stephen Baker and Karen Wood, of Durham, won the pairs title and the ice dancing went to Londoners David Dagnell and Denise Best.

Fourth squash title

Jayne Ashton, a 19-year-old student at Bedford College of Physical Education, won the Girls British Junior four successive year at Cambridge last week. In the final Miss Ashton again defeated Karoline Dup-Jole (Sweden), who was last year's runner-up, by 3-1.



Paul Kneel, 23-year-old teacher of Hillmorton Paddock School, Rugby, with some of his admirers after scoring a try against England in the international trial at Leicester.

People

Administration

Mr T. H. Caulcott, principal finance officer for local government financial policy in the Department of the Environment, is to succeed Mr R. H. McCall as secretary of the Association of Metropolitan Authorities.

Schools

Mr James Hughes, acting head of the Sacred Heart Comprehensive School, Camberwell, London, to be head of the new I.E.A. primary school at Thamesmead.
Mrs Gina Clarke, head of Crofton Infants' School, Orpington, to be head of the new I.E.A. primary school at Thamesmead.
Mr Bryan Snell, deputy head of Wimbledon College, to be head of Bishop Thomas Grant RC Comprehensive School, Streatham, London.
Mr Melvyn Bance, deputy head of Wendell Park (MI) School, Hammersmith, to be head of Heathbrook Primary School, Lambeth, London.
Mr Ian Tulloch, deputy head of St Catherine's R.C. Girls' School, Buxley Heath, to be head of St George's RC Comprehensive School, Paddington.
Mr Ted Wheeler, head of Harlington MI School, Isle of Dogs, to be head of Leyland Primary School, Nunhead, London.

Universities

Sir Lennox Berkeley to be honorary professor of music at Keele University.
Professor Timothy Clark, of the University of California, to be professor of fine art at Leeds University.
Dr Christopher Hill, master of Balliol College, Oxford, to be visiting professor at the Open University for two years from 1978.



Rev Dr George Tolley has been appointed principal of the new Sheffield City Polytechnic, in which Sheffield Polytechnic, of which he has been principal since 1969, has been merged with the City of Sheffield Polytechnic College.

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Schools drive urged to save Irish

from our correspondent

DUBLIN

A new emphasis on the place of Irish in schools is the "central policy issue" for the Irish Government if the Irish language is to be revived, according to a major report published here last week.

The report comes from the Committee on Language Attitudes Research which was established by the previous administration in 1974 to investigate current attitudes towards the language, and to spell out policy options for the future.

Questionnaires were administered to a national survey of some 3,000 people, including an important subgroup from the Gaeltacht, the Irish-speaking area.

For all its emphasis on the schools as an instrument of revitalization of the language movement, the report indicates major dissatisfaction among many non-Gaelic teachers with the place of Irish in the schools.

Many of them blamed its compulsory quality, its lack of usefulness (except for getting jobs where knowledge of the language was an essential qualification), as in some Government appointments, and saw it as a cause of their failure in other areas of life and work.

The major surveys were carried out in the first six months of 1973, however, and it is unclear whether the decision to let the present administration, which took office during this period, to do away with Irish

The River Shannon, looking towards its estuary.

as a compulsory examination subject, came in time to effect the survey results or not.

The report identifies parental attitudes as possibly the main predictor of public attitudes towards the language generally. In its policy recommendations, however, it lays considerable emphasis on the need to change the Irish language syllabus in the schools in order to bring it more into line with current educational thinking about the need to foster communicative skills rather than traditional literary patterns of knowledge in second language learning.

Among the difficulties it identifies is a shortage of suitably qualified teachers: only 40 per cent of post-primary teachers of the subject claimed to speak Irish as well as or better than English.

Another problem is the non-homogeneous nature of the demand for all-Irish schools—there are very rarely enough pupils in any reasonable catchment area to justify the

creation of a separate establishment for them. To remedy this, the report suggests the creation of centres outside the normal school transport patterns, with special safety corridors have been designated where children can walk free from attack, and helicopters pinpoint school violence from the air.

Intensive counselling, opportunity for innovation, racial integration, and efforts to attract better teachers are being frustrated by terror in the schools.

A recent survey of differing schools throughout the United States detailed over 100 programmes local authorities have introduced to fight the juvenile crime wave.

These include: individual instruction for socially and emotionally disturbed pupils, a "time-out" room where potential trouble-makers are sent to cool off, radio and television surveillance, placing plainclothes police-counsellors in schools to discuss family troubles or potential causes of crime with pupils and meetings where parents can discuss their children's behaviour and the parental role in supporting the schools.

The survey was presented to a two-day conference here recently by teachers, sociologists, security guards and criminologists.

The first of the immediate measures is the creation of a new unit of help in place of the present complex system of many, each of which has to be applied for separately.

Mothers with sole responsibility for one or more children will be guaranteed a minimum monthly sum of 900 francs (£100), plus 100 francs for each child.

All mothers and not, as at present, only those employed by the State, will be given the possibility of taking two years' leave without pay in addition to eight weeks' maternity leave, with the guarantee of returning their jobs.

Men who become fathers before the age of 22 will be exempt from military service. Efforts will be made to include the provision of low cost apartments. Budgetary State assistance will be asked to help foster apartments for young families and small apartments in the same building for grandparents.

Larger housing loans over longer periods will be given to couples with limited resources. The number of children for young mothers and the number of nurseries schools for care of children after school hours are to be increased. More homes for families are to be built.

Whatever effect these measures may have in persuading people to have children there is little doubt that much more radical action will be needed to reverse the demographic bases of the social welfare system, including education, in the age of the aging demographic profile.

Pupil violence costs \$600m a year

from Michael Binyon

WASHINGTON

Since 1968, Los Angeles schools have suffered damage amounting to \$11m in vandalism, arson and burglary; personal assaults, gang warfare, shootings and rapes have increased so fast that the city has had to introduce special school security measures.

Three hundred police and 100 assistants patrol the schools, teachers are being given radio alarms connected to their wrist watches, and special safety corridors have been designated where children can walk free from attack, and helicopters pinpoint school violence from the air.

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Contract strike shows fresh evidence of militancy

A strike of almost the entire teaching force in Pittsburgh, Pennsylvania, entered its sixth week last Friday, despite a court injunction ordering the teachers back to work. The president and 17 other leaders of the local teachers' federation have been found in contempt of court.

Last Friday the court threatened to fine the union \$25,000 if teachers did not return to class by Monday, with an additional \$35,000 fine for the second day and \$10,000 for each subsequent day the teachers remained on strike.

A spokesman for the Pittsburgh Federation of Teachers, a branch of the militant American Federation of Teachers which was responsible for a massive teacher strike in New York last year, said the two sides were still as far apart as when the strike began.

The strike is over new contracts. The teachers want improvements in salaries and benefits, class sizes, reading programmes, discipline, cost-of-living allowances—virtually every aspect of their job in fact.

The strike is another in a series of major confrontations organised by the American Federation of Teachers, which is particularly strong in the State of New York



Striking teachers—and militant dog

and the north-east of the country.

To judge by the number of strikes, which last year broke all records, teachers are rapidly becoming one of the most militant sections of American society. On the other hand, they still earn less than other professional workers, and have had to contend with a rising tide of violence and falling standards in the classroom.

Democrat hopeful outlines bussing alternatives

Senator Henry Jackson, a leading Democratic candidate now campaigning in the New Hampshire primary, has come out firmly against the widespread use of bussing to achieve racial integration. Apart from Governor George Wallace of Alabama, he is the only Democratic candidate to oppose bussing.

Senator Jackson proposes instead a new Bill on bussing. This would change the constitution of the courts which order bussing, replacing the single judge with a panel of three judges.

Before they could issue a bussing order they would be required to determine the effects of bussing on the "totality of education" and show that other solutions would not be appropriate.

His Bill would extend the Government's desegregation assistance programme, authorizing \$1,000m over the next two years.

He suggested that this could be spent on alternatives to bussing—"magnet schools", to which children of all races were attracted by the quality of teaching and the opportunities offered, and "special focus" schools with courses in aviation, car maintenance and other trades, music, drama and special areas of study.

The art of public speaking in 14 easy lessons.



Inspector Rodney Eusden is an instructor at a police training school. Amongst other things, he teaches new recruits how to give evidence in court.

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LETTERS

16-plus: besieged by exam technicians

Sir.—The Schools Council report on a common system of examining at 16-plus draws attention to the prime importance of the educational implications of such a system. The section on evaluation starts by commenting that the suitability of the course for pupils at all levels of the ability range under consideration must be investigated.

Despite these sensible beginnings, little more is heard of the wider educational issues and the report launches into the technicalities of the feasibility studies. The examination technicians take over and we are besieged by a welter of technical terms such as "incline of difficulty" and "the content-method system". The examinations are found to be feasible and it is assumed with little discussion that they are desirable.

Inevitably, the policies that are being heard most loudly are those concerned with the possible lowering of standards and the effect on the more able candidates. We need not fear that the interests of these candidates will not be adequately catered for. Of much greater concern is the effect on those pupils who are at the lower end of the ability range under consideration.

Without doubt they are going to be getting less marks on the common examination system and will find that they can only tickle his

and pieces of the papers set. Already concern is expressed by many examiners and teachers about the suitability of CSE examinations for candidates in the lower range of ability. The situation will be exacerbated by the introduction of a common examination, much of which will mean little to them.

As every teacher knows examinations of this sort are negative in their effect. It might be argued that candidates will never know how badly they have done, but they will soon get the picture once the rigmarole of mock examinations and practice papers gets under way. Not only is such a performance counterproductive as far as the pupils' development is concerned, it is also virtually useless as an indicator of the abilities that a candidate may have and which may make him of interest to a future employer.

Unfortunately, some of the principal protagonists of the common examination are those who have the interests of the below average pupil most at heart. It is a simplistic extension of the mixed ability philosophy and the understandable and often correct desire not to set or stream pupils.

It has been to cater for pupils of lower academic ability that CSE examinations with a maximum grade of three have been developed.

Privately, examiners and moderators have described much of the work that has been done by candidates for such examinations as pointless, but nevertheless the feeling has been that they have given the pupils a sense of dignity because they have been treated like everyone else. Surely there is no need to go in for confidence tricks of this sort. There would certainly be no need if we ourselves started paying far less attention to examinations and much more attention to the education of the pupils.

So what should we do? First and foremost there needs to be much less emphasis on examinations, certainly of a terminal kind (the very phrase has a ring of death). For now developing a system which each year brings more and more pupils into the examination net and gives them results which are in effect a record of personal failure, we need to look for reduced interest at schemes such as the Swindon record of personal achievement. It will be interesting to see the Schools Council report on this project.

Second, it needs to be recognized once and for all that examinations in which it is regarded as quite normal for candidates to get low scores are very damaging and are a symptom of a grave deficiency in

English educational attitudes. Such examinations are, after all, commonplace in our schools and regarded as quite acceptable. No wonder some of our pupils get the idea that it doesn't matter if a job isn't very well done.

Realistic goals need to be set which enable the candidates to perform well. Just think what would happen if in the examining of music, instead of having graded examinations which are taken sequentially, grades one to five were rolled into one, the examiners justifying their procedures on the grounds that even the weakest candidates would be able to play a few notes.

Adolescents need to gain a sense of confidence in themselves from the achievements of which they are capable. The proposed common examination will do nothing towards this and for most, it will merely classify pupils more efficiently than at present. The British have far too long been too keen on putting people in their place—something we could well do with less of. However, good will have come out of the process if it provides the long overdue reappraisal of the purpose of examinations at 16 plus.

D. KENNINGHAM,
Darley Abbey Comprehensive
Coventry.

Incline of difficulty may be too steep

Sir.—The existence of seven pass grades for the examination suggests that the examination will be a sensitive instrument for gauging the performance of candidates across the whole ability range. Proposals for examination papers which consist of a selection of graded exercises from an incline of difficulty suggest recognition of the width of the ability range.

Notwithstanding these points, the present Schools Council proposals do not seem favourable from the point of view of the present unpopularity of mathematics. If the examination does not provide a real challenge in mathematics, the present situation in which too few of the most able students opt to take degree courses in mathematics, engineering and physical sciences will remain.

If the examination is to provide a challenge for our most able pupils, equal to that provided by the present O level additional mathematics papers, and at the same time afford a real opportunity for the least able to demonstrate their ability, the incline of difficulty will have to be a steep as is the impracticable. Where as in some subjects, development can always take place within the constraints of a syllabus, when a pupil can consistently obtain correct answers to the problems of a particular topic in mathematics, he can develop further only by studying further material.

For this reason I prefer to see different subject-matter in mathematics associated with grades 4/5, grades 2/3 and grades 1 A/B/C. The most able pupils could then be examined for grades 4/5, 2/3 and 1 A/B/C at 16-plus, 15-plus and 14-plus respectively, and the least able for grades 4/5 at 16-plus. A grade 4/5 pass would then indicate that a candidate has performed well on easy material, rather than that he has performed relatively badly on difficult material.

If the grade 4/5 pass indicates a good performance, the material relevant to the capabilities of school-leavers in the middle ability range, industry should have confidence in the new examination and we may hope to see a reversal of the trend in which employers find it necessary to arrange their own examinations for entry to employment.

Turning to the 16-19 age group, except for the 20 per cent most able, educational provision for them is based at colleges of further education. The courses followed, mainly ONC and City and Guilds Intermediate course, reflect not only the interests of the students but also the requirements of the community. There is reason to suppose that the new TEC and BEC certificate courses will be equally sensitive to the requirements of industry and other interested bodies.

In contrast, no sixth forms increase in size, more students follow courses whose relevance to community needs is less obvious. For the A level candidate who passes is just one subject, it is questionable whether his personal interest has been better served by a sixth form course than by an ONC course.

If the schools recruit to sixth forms from deeper in the ability range, and continue to teach mathematics or physical sciences to three-quarters of the students, the future of HND and higher City and Guilds courses will be in doubt. The courses offered in sixth forms for students in the middle of the ability range will be satisfactory only if they emulate those in colleges of further education in the sense alluded to above.

I feel that courses at HND and higher City and Guilds level (higher TEC/BEC) will be better protected if tertiary education of young people in the middle ability range continues to be the responsibility of the colleges of further education. Perhaps the most serious consequence of shifting tertiary education to the sixth form is that it chooses not to admit in line with the choice of the opportunity in tertiary education would no longer exist.

D. A. LEE,
51 Farway,
Darley Abbey,
Derby.

LETTERS



"If you would only teach him to read the government health warnings, he might stand a chance of giving them up."

Must science suffer?

Sir.—The results of the recent survey by the Association for Science Education of science in middle schools in Yorkshire would suggest that an 11 to 12-year-old would be likely to find the science teaching and facilities in an 8 to 12 middle school to be very different from the situation in the same group in a secondary school. This often means that a secondary school taking children from such middle schools has to start the basic science course from scratch a year later.

Most of these 8 to 12 middle schools would appear to be in old primary school buildings with experienced primary school teachers. Staff/pupil ratios are normally worse than in secondary schools and the time spent on science by 11 to 12 year olds seems to be often less than that in secondary schools.

Although more than half the 8 to 12 middle schools had a member of staff paid above the basic Burnham scale for responsibility for science, very few of these teachers spend more than half of their time teaching science; most of them probably also teach general subjects to their own classes.

As so many 8 to 12 schools were built as primary schools, only 12

per cent can provide their 11 to 12-year-olds with laboratories for all their science instruction. Some education authorities have provided schools with craft areas with facilities for science, cookery, woodwork etc. in the same room, but about one quarter of the 8 to 12 schools returning questionnaires would appear to teach all their science in rooms without gas, electricity, and water. As a result, in a quarter of the schools the pupils do not even learn to light a Bunsen burner.

The Yorkshire survey also covered 9 to 13 schools. Here facilities and staffing appeared to be more acceptable but the main problem for the secondary schools is of ensuring that all the middle schools in their catchment areas cover similar and adequate material. However the science teaching in some 9 to 13 schools is obviously somewhat limited and in such instances the secondary schools must start their basic course two years late.

Do the advantages of middle schools outweigh this loss of specialist teaching in science and other subjects?
M. D. KAMM,
71 Lifford Row,
Lichfield
Staffordshire

Strikes no way to stop cuts

Sir.—I read in *The Times* (January 2) of Professor Maurice Peston saying at the National Union of Teachers' national education conference that teachers should not strike over impending education cuts.

Naturally the Professional Association of Teachers would support Professor Peston's advice warmly and would accept his contention that "those of us in jobs must not be irresponsible—we should adopt higher standards."

It is vital for all those engaged in education to work closely together and not just at times of economic stringency. The fact that anyone should be contemplating strike action over education cuts not only reflects the sad state that some

sections of the profession have reached but also indicates the 'ostrich-like' mentality with which some local authorities and teachers' leaders fail to see education in its national context.

The Professional Association of Teachers have always sought constructive open and honest relationships with both the administrators and politicians in education. This is not only the recipe for protecting and improving the standards of the profession at present but should be the normal relationship through which we all work whatever the economic climate.

IAN MITCHELL LAMBERT,
Vice-chairman,
Professional Association of Teachers.

Smarten up in the ranks

Sir.—I read with interest the article about cadet corps (January 2), but with as many contingents scattered around the country I would have thought you could have found at least one where the haircuts conformed to standards set. I refer of course to Queen's Regulations.

From my own experience I would suggest a clamping down on haircuts, not dampen a boy's enthusiasm for something he enjoys. If anything he takes a far greater pride in his appearance after all this is Britain, not Norway or Sweden, where haircutting of this length is permitted in the armed forces.

It must be remembered that ACPs and CCFs are affiliated to various units within the armed forces. This being the case, they

are often regarded as being part of the armed forces and thus must conform to their standards.

I find it disappointing that such poor standards are illustrated. In my own unit, standards are high. Numbers may be slightly lower than expected because of this, but at least we are sure of recruiting P. J. MEASURES,
Flight sergeant,
Cotswold High School CCF,
Ile of Wight.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut off material if necessary.

Rage, rights and responsibilities

Sir.—It would appear that my recent letter caused more furore than I imagined possible if the volume of the telephone calls and/or letters I have received is anything to go on. It is unfortunate that, in their rage, a number of my correspondents expressed opinions on what they thought I said rather than on what I had actually said.

To restate my main point, I consider that if we wish to be truly considered a profession, we need to have a body such as the General Medical Council to create standards of competence and conduct to which all teachers will be responsible. This is not the function of a trade union. I am aware that a proposal for a General Teaching Council by the government of the day was rejected by the teaching unions and I do know of the Professional Conduct Committee. However, it is still apparently necessary for the NUT to propose a code of conduct as part of the rules of membership. The obvious question is, why? Obviously because of lack of standards or falling standards, probably the latter. Cause and effect!

The question arising from the matter of falling standards is why are they falling to such an extent? The NUT, and perhaps other unions, find it necessary to make a proposal for inclusion in the union rules. I suggest the answer is in part the union's insistence over the past few years on teachers' "rights" with insufficient emphasis on their responsibilities. It is an unfortunate fact that the public esteem of teaching is today at the lowest point.

As to the fact of my setting myself up as a judge and jury of my colleagues this is not true. However, I wish someone would. It is irresponsible to suggest that because a person has completed a degree or a spell of time at college followed by a short probationary period that he or she has passed "all the appropriate tests" (whatever that phrase means), and has been judged suitable and are therefore suitable to have the responsibility for teaching.

While my criteria of "unsuited for the job they do" and "danger-

ous incompetents" for some teachers is unsuited (and please do not tell me these kind of teachers do not exist), will someone tell me on what professional basis competence and expertise is measured and by what professional body and what steps are available to weed out the incompetent? The Smith Certificate of Competence does not exist but nor does anybody else's, unless of course the unions decide to create one.

Finally, to answer a question that has been asked in letters. I do not belong to the NUT although I have belonged to both the NUT and the NAS and during my time in industry have belonged to the AEU and the renamed DATA. I have also acted as a union member, convenor, and member of a negotiating committee so I claim to know something about union rules and procedures.

To the gentlemen from 'Amen-shan' I am neither old nor your son, and biblical quotations are two-edged!
JEFFERY J. SMITH,
359 Archer Road,
Sevenage, Hartfordshire.

Out of the ordinary

Sir.—Your columnist "Buckley" quotes, with approval, John Dewey: "Education is, and for ever will be, in the hands of ordinary men and women." Dewey's terminology can be ignored, but the essence of the statement cannot, for it isolates the problem facing education.

That teachers should be stable people is probably necessary to the efficient performance of their job, but they must be extraordinary in their knowledge and ability to expand their subject. It is the acceptance of the right of the ignor-

ant to have their opinions heard which has resulted in education being governed by civil servants, politicians, local government and a few-failed teachers.

This situation will obviously continue for as long as teachers regard themselves as skilled tradesmen who negotiate, via their union, only on the subjects of pay and hours. Should they come to regard themselves as professionals whose association existed primarily to improve education, because they are the only available experts, then a useful and helpful change might come about, of benefit to our various students.

Of course, claims to professionalism would have to be backed by

proofs of competence more convincing than 20-year-old degrees: perhaps a yearly test to justify one's increment?

Possibly I am misjudging John Dewey; he may perhaps have meant that "ordinary men and women" are not good enough, and have understood that they will, therefore, safeguard their situation by avoiding the responsibilities of professionalism, but I doubt it.

N. I. PHILLIPS,
Lecturer in English,
Chichester College of Further Education.

More letters, page 20

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Ever since Europe was invented...

Sir—One hopes that Mr R. C. Williams, IML, did not say to the modern languages conference precisely what he said to him (January 2), but if he did, comment is called for.

It is sad to see one more prominent educationalist, and this time one who really knows better, putting about a "European dimension" as if this were something new and splendid now to be imparted to education in this country, and about preparing pupils for "living in Europe" as if the British had not been living in Europe ever since it was invented.

It is no more quibble about words to insist, as it is depressingly necessary to insist, that the EEC is not Europe, but can indeed be seen as an anti-European concept. In any case, being European is not a virtue but merely a fact of life "up with which we have to put".

It is not clear from your report what exactly Mr Williams means by his "European dimension", but if he is implying that such a dimension has been lacking, he is accus-

ing the teachers of the humanities of the grossest incompetence. It is inconceivable that music, art, history, geography, English literature (not to mention classical or modern languages) could ever have been properly taught without European reference.

If by "European dimension" Mr Williams means greater emphasis on the study of the EEC countries, may we ask at the expense of what—non-European? Europe, or the rest of the world? May we also ask what this has to do with raising our standards and making people work a little harder?

If it is true that economic pressures are going to make it possible to teach only one language in a pupil, and if the mastery of English is as widespread among the EEC peoples as he suggests, there is surely a strong argument for making the language taught a non-EEC European language with a world dimension: Portuguese, Russian or Spanish. These are the important European languages; French and

German will, globally speaking, shortly shrink into insignificance. There is, of course, a case for teaching of non-European languages, but Mr Williams's argument that Arabic might be a herling; he knows very well it is just not feasible to teach a substantial number of children before the oil-wells of the Middle East run dry.

If, on the other hand, the success for a single language may, one suspects, make a master administrator's convenience the economics, they can be made and if our neighbours' common English is still less than what we should be ready to give to the EEC languages as well, provided that the position of the French done away with.

It is B. HALL,
ELIZABETH HALL,
16 Manor Drive,
Upton, Wirral,
Merseyside.

Unkind to counsellors

Sir—The report produced by Hampshire Education Committee (December 19) calls for more counselling—but only, it seems, as long as trained school counsellors do not do it.

These are labelled as "officials" and the opinion is given on page 19 of the report: "Adolescents have a built-in resistance to officials and are, therefore, less likely to respond to a specialist counsellor." The alternatives are trained nurses and educational psychologists—how less official are these specialists, I wonder?

Another reason has been given that trained school counsellors are more expensive. More expensive than the alternatives?

No statistics are quoted to show how these opinions were reached. Indeed, I feel they are not opinions but attitudes which, of course, need no statistics.

Needless to say I am one of the "official" school counsellors in a Hampshire school.

It is also of interest to read the panel list of those present at the report. One assistant master only and he did not remain a member for long.

I believe decisions are being made without enough informed information being canvassed.

DAVID BARNES,
10 Darlington Road,
Basingstoke,
Hampshire.

Ombudsman's report on Surrey

Sir—With reference to the article "Council gave wrong reason for refusing inquiry" Ombudsman (January 2, page 17) which to make the following observations:

(1) The heading gives an erroneous impression—the significant point of the report is that the council reached its decision on the grounds that it was in the main supplied by the officers.

(2) The correct name of the school in question is Archbishop Langton School, Home Green, Dorking, not Archbishop Holgate School, as reported.

(3) Baroness Scotland did not dismiss two other complaints. With respect to allegation (a) (Improper attempt by the chief executive and the CEO to reverse a decision previously taken) she found that the two officers did try to reverse this decision, but did not consider that this amounted to maladministration within her terms of reference. Significantly, however, she stated that "it was clear that the two officers were concerned at the prospect of an inquiry."

With respect to allegation (d) (the refusal to give me details of the "refutations" of my statements by officers) the Ombudsman stated that her task is not to question the merits of the report unless she finds

it was taken with maladministration. She did not find that it was taken thus.

In these circumstances, I should point out that I did not frame the allegations. Lady Scotland did this, since the Local Authority refused me access to the necessary documents to draw up my case.

4. It is not true that I "later withdrew my son from the same school". As Lady Scotland correctly stated, the complaint withdrew his son from the school at the time his daughter left home. He was 13 years old at the time, and apart from a few weeks at an independent school (arranged by me) he did not return to school until he was 17. I was effectively never present.

5. The "three man sub-committee" which you mention actually comprised two men and one woman.

6. The report was actually published on December 19 last. Another important point in the report which you did not mention was that, although the chief executive did not know about the matter personally in 1974, he took four years to reach the education committee.

DENNIS C. SMITH,
5 Pelly House,
Holmby St. Mary,
Dorking, Surrey.

Careers advice: too little and too late

Sir—Mr Frank Metcalfe, director of the Engineering Industry Training Board, commented on the gateway courses proposed by the Training Services Agency that: "It is not fair to ask industry to repair the ravages of an inadequate education system" (December 26).

In considering these gateway courses, one is forced to conclude that much of the education system should certainly have been covered by the guidance and careers education programmes of the best of our present schools. Tackling career education at this late stage bears all the hallmarks of crisis.

All the theory and all the support in our secondary schools suggest that careers education as a proper part of life beyond school must be a definite and clear curriculum component no later than the third form. Why is it then, that the TSA are suggesting the inclusion

of large parts of such a programme in post-16 gateway courses?

The answer is simple. The large majority of schools do not carry out a careers education and guidance programme which is adequate preparation for leaving school.

This was clearly shown in the 1973 HMI survey on careers education in secondary schools which present position quite starkly. What is regrettable is that, having issued such a survey, the DfES have since only paid sporadic lip service to the development of careers education on any large scale, and have done nothing to ensure that the necessary resources were provided.

A few enlightened L.E.A.s have appointed organizers or inspectors, but in spite of this the in-service training of the army careers teachers needed to cope with any large scale programme has

not materialized. The present situation on local authority schools has resulted in schools being on the time and money on the careers teachers in recent years with much of the educational action in the form of gateway courses is thought to be necessary by the TSA.

Given the time, the resources and training to do this properly, there is a small body of teachers ready to carry out the kind of vocational guidance which every young person will have by right. But it is difficult to see where the impetus would come from. My association has been

pared at any time to carry out careers advice at stepping-stone work in schools.

RAY HEPPEL,
President,
National Association of Careers
Guidance Teachers.

Switched on to current issues

Sir—Douglas Cohen (Letters) says that complaints about low ability groups and occasionally basking in the wonder and amazement of my GCE burdened colleagues. In the past few months, however, I have, like a weary vicar, begun to have doubts about the whole business.

If a candidate is able to pass without jumping to conclusions about the quality of his work, the implication is over his head. It is likely to know this—he will be a stronger candidate than most who did not appreciate what the problem was. I cannot think of a better question to help the viewer make a wise choice.

ROGER DORMANT,
Water Tower Hill,
Cardiff.

Fan appeal

Sir—With reference to the article "City of London" (January 2, page 17) I cannot imagine what their can be to all these rockers, teeny bop City rollers, etc. Could it be that they are less, narrow minded than the rest of us?

GROSVENOR MUSEUM,
PETER HULL,
285 Dilly Road,
Leeds.

Mixed-ability science
and mathematics

22/23

Arts features

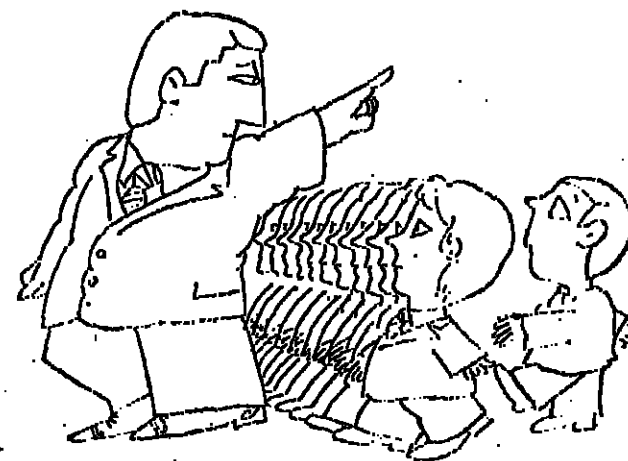
24

Books: women;
history, literature;
education
and
chemistry textbooks

25/29

Resources:
ASE exhibition;
transparencies

30/31



We're all special cases now

Gerald Haigh suggests schools should do away with their remedial departments

For a number of years now I have been classified—albeit somewhat loosely—as a remedial specialist, soldiering on with my low ability groups and occasionally basking in the wonder and amazement of my GCE burdened colleagues. In the past few months, however, I have, like a weary vicar, begun to have doubts about the whole business.

Consider, for a moment, what happens if you cease to accept, a priori, the concept of backwardness, demanding instead some justification of the criteria against which educational progress is measured. "Slowness" or "backwardness", call it what you will, is manifestly a relative thing. The uninitiated might assume that a slow learner has been measured against some absolute standard—the minimum rate of learning, perhaps, which is necessary for successful living. In reality, nothing could be further from the truth. The concept of educational normality is purely statistical—"normal work" is simply the work that most children are doing.

Now it seems to me very dangerous to say to a person in any circumstances, "Most people do not do that, therefore you are abnormal". Admittedly, there is a sense in which such a statement might be literally true, but the dangers consequent upon our subjective reactions to the word "abnormal" are so great as to be unacceptable.

Supposing, for example, that you selected at random a million people and set them to walk a mile. Without any trouble at all you could come up with a statistical "norm" compared with which everyone in the country was either fast, slow or normal. Such a classification might be vaguely interesting, but if we were to go on from there and label slow walkers as in some way deviant, then we would be guilty of monstrous effrontery. "I like the way I walk," the 30-minute miler might say. "It may be abnormal to you, but it is the height of normality to me."

In the same way, I find it increasingly difficult to accept that "slow learning" is always dysfunctional—a problem to be solved by specialist means.

The trouble is that our education system, evolved into what I am tempted to call the American Automobile Model. The American car, they tell us, has been shaped by various pressures into a vehicle

which is suitable for proceeding steadily and relentlessly from A to B, but which does not behave well if interrupted or asked to go round corners. Thus we start our children off in school at the age of five and expect them to move steadily and undramatically through various stages until they reach the leaving age.

It is a system which works extremely well for those who are suited to the chosen rate and direction of travel, but it has the greatest difficulty in accommodating those pupils who want to go more slowly, or more quickly, or whose particular talents do not fit the accepted style of operation. These we can deal with only by categorizing them as "special cases".

By the time we have set up our special schools, remedial departments, gifted child units and truancy centres, we might be forgiven for thinking that, as in wage bargaining, there are more special cases than ordinary ones. What sort of education system is it, after all, that can only function if a large proportion of its customers are labelled for separate attention?

Two concepts have helped create the American Automobile model. One is the idea that there are well defined stages of development, more or less the same for all, so that a child of a certain age ought to possess particular skills and abilities. The other is the belief that knowledge is arranged in layers, easy at the bottom and hard at the top. It is assumed that you have to burrow through the easy layers before you can reach the hard ones. Indeed, it is considered somehow unsporting to learn hard things before easy things.

These two notions—each of them equally doubtful—hold our curriculum in a straitjacket. Because of them, we label and sidetrack children whose "reading age" is wrong; we assume that arithmetic has to come before algebra, when the reverse makes just as much sense; and we only teach economics to sixth-formers.

Most unfortunate of all, perhaps, we feed our youngest children on an unscholarly amalgam of Mickey Mouse science and Bugs Bunny humanities, assuming that they will be unable to cope with anything better.

The change which my point of view implies is both conceptual and organizational. To begin with, we need to see

school not as a mainstream, with dark but handy backwaters up which we can hide our rotting hulks and tumbledown boat-houses, but as an even space across which there are as many tracks as there are travellers. The organizational assumption is that the separate specialist remedial department has to be uprooted and its skills and facilities made available to all the pupils. By this means, pupils will be helped to find the track through the curriculum which best stretches their abilities and needs their souls.

To advocate abolition of the remedial department is to invite cries of protest. All I ask in return is that we consider whether, in the last analysis, such a department does, as its title implies, really "remedy". More often, I suggest, it functions as a sheltered environment for those children who have drifted to the fringe. It provides compassionate care and also keeps them out of the way of the mainstream itself. What it does not do very effectively is remedy anything, in the sense of providing a constant output of improved pupils back into the "normal" layers of school life. On the contrary, remedial departments are notoriously difficult to get out of.

I visualize the posts, higher scale payments and capitation money released by the ending of the remedial department being used to provide a powerful academic counselling service. The counselling department will monitor the progress of every child and, more importantly, will have the power to move children about so as to secure for them the most effective track across the curriculum.

Thus, if Jane and Jimmy Smith still cannot understand Pythagoras, the counselling department will move them for two weeks into Mr Jones's set, which is just about to cover the topic for the first time. By this means a child can be given an individual programme of work within the framework of a conventional timetable and a teacher-directed method. I emphasize this because there are those who assume that the only way to provide for individual differences is to release a flood of workbooks and "source materials". This particular educational nightmare is, I believe, almost over, and I am advocating its recall.

The best way, perhaps, for a comprehensive school to introduce an academic counselling department would be by adding it to its house or year structure. At the moment, children are very adequately looked after in the social sense by their tutors and house heads. If these people became real scholastic advisers, with some power over the academic programme and the wherewithal to monitor the progress of their charges, then we would be on the way to removing the great Achilles heel of the conventional comprehensive, which lies in the way that "pastoral care" is split off from the academic work of the school.

This is not really a plea for the ending of remedial work. Rather it is an attempt to show that all pupils, whatever their notional "ability", may benefit from close attention to how their needs (not just their wants) can be met from the available resources. In this sense I am demanding real remedial provision for everybody, as opposed to providing an undemanding environment for the few.

Before they write off my arguments, I would like every teacher to consider the following questions:

What proportion of "remedial" children in your school could be exchanged, tomorrow, with the same number of middle ability band pupils, without anyone noticing the difference?

Are you satisfied that all, or even most, or even any, pupils above the remedial zone in your school are doing the best work of which they are capable?

Does anybody in your school have a complete picture of the overall academic progress of any one child, with detailed knowledge of their strengths and weaknesses?

Does anyone have the power to move a child, at short notice, from one teaching group to another? (Presumably the head has, but has he or she delegated it to anyone who uses it systematically?)

As a year leader, house leader or tutor, do you know as much about the classroom activities of your charges as you do about their social and physical problems?

How many of your fifth-formers and sixth-formers are, studying Roman Britain? How many of your first-formers are doing abductions on psychology? Does the very idea sound preposterous?

Gerald Haigh teaches at Binley Park Comprehensive, Coventry.

In the second of two TES articles on mixed-ability teaching,

Peter Roper shows how the method operates for science and mathematics at Abbey Wood, while Bob Doe collects reactions of the school's teachers, pupils and parents

Getting the other chemistry right

A growing number of teachers in our secondary schools are concerned about the divisive effect streaming has on the confidence and achievement of their pupils. Many are now turning to so-called mixed-ability teaching, as a method of combating the influence of this product of the old tripartite system. But as the changeover gathers momentum, there is a feeling that we may be moving from one damaging extreme to another, and doing so without really considering what this shift in teaching philosophy means for our teaching techniques.

Certainly, if teachers rush to adopt the new methods without thinking through their implications or being convinced of their validity, they may do as much harm as their predecessors did by using streaming. It is quite natural for experienced teachers to find it hard to adapt to new ways. But even young teachers, who may be readier to experiment with mixed-ability grouping, will have had little guidance: most college lecturers freely admit that the whole concept and practice of mixed-ability teaching is outside their experience.

Nevertheless, it is time for teachers to recognize the critical weaknesses of streaming. It is a commonplace that placing children in the A or D stream triggers off a self-fulfilling process: the pupils live up or down to the expectations with which we label them. But it is less well known that streaming is carried out on the basis of primary school tests, and pupils are often streamed for subjects which they never even tackled in primary schools.

For a number of years, I have looked at the progress of pupils in mathematics and science during their early years in secondary school, and compared it with their primary school assessment just before transfer. The results are striking—with pupils ranked lowest for English, verbal reasoning and mathematics in their primary schools sometimes achieving better results than those ranked highest. It is very often mixed-ability classes in the fourth and fifth years which show up the deficiencies of streaming in the first three years. This is not really surprising, given that children develop and mature at different ages.

Streaming has other drawbacks. It is wasteful of resources and of teachers' time: it streams teachers as well as pupils into different categories; it groups the so-called "failures" who understandably develop hostility to the school. Above all, it prevents communication between children from different backgrounds.

Mixed-ability teaching, on the other hand, can, when well organized and done with conviction, bring important advantages. It allows for late development and for more accurate assessment of a pupil's progress; and it reduces truancy and vandalism, so cutting down the stress on teachers and encouraging them to stay longer at one school. It also allows for more efficient use of resources and time. Team work, both divides up the workload and stimulates the exchange of ideas between teachers of different ages and experience.

It would be more correct to call these classes "unstreamed", since they are concerned with more than just a pupil's ability, a quality in itself many-sided. We use the word "ability" very crudely, as if it were something easily measured, in every subject at all times of the day. In my experience, qualities such as motivation, and the kind of parental support available at home, are more important

All in the same apple cart

Those closest to the teaching of science in mixed-ability groups at Abbey Wood—the teachers and the pupils—seem quite well disposed towards the method. But parents to whom I spoke at an evening meeting last term view it with a mixture of hope, anxiety and suspicion.

The school's science teachers seem to have accepted the move to mixed ability. They say that they find it much easier to control trouble-makers, who are now split up rather than concentrated in one un-teachable group. One teacher recalled with horror what it was like three years before, when the fourth-year remedial

group had been timetabled for five periods of science: "We had to screw everything down, lock all the doors, and just try to contain them", he said.

Both the head of biology, Ian Maple, and the head of physics, Phillip Crowe, joined the school after the changeover, now prefer mixed ability, though Ian Maple said overnight change was a strain if all the materials had to be produced from scratch. "It's too much, even with teamwork", he said. Marking work was also a problem. There was a conflict between assessment, and giving a mark to encourage the less able. In giving out

marks, he tried to take effort into account.

Phillip Crowe thought teamwork and interdependence was an incentive. "You can't say 'To hell with it' and go off to the pub at night and just give a low lesson next day. Other teachers are working for that worksheet you haven't done. But not all teachers liked working with other people's worksheets, Ian Maple said. "People have their own preferences about how to teach."

Most pupils have known nothing but mixed ability teaching, and so have no basis for comparison. Most former streamers were under the mistaken impression



than the "ability" classifications into which, for example, the ILEA divide all primary children at the age of eleven.

In the ILEA, just over half the secondary schools are run on mixed-ability lines for teaching science in the first two years. But few schools are teaching mixed-ability in every subject, and even fewer are doing so for all age groups. Many schools talk about mixed-ability groupings, but then go on to mention withdrawal groups or sets created for examinations. There are also variations within subjects; some schools teach physics to streamed sets, while the other sciences are mixed-ability.

At Abbey Wood, we changed over to mixed-ability teaching in science and mathematics three years ago. The fact that the faculty was composed of young and inexperienced teachers was an asset rather than the handicap we thought it might be. We were also able to work closely with the four nearby primary schools from which most of our pupils came. We rely a great deal on the primary schools: interviews with children and parents before transfer are crucial in de-

ciding the make-up of groups in the first year. The chemistry of a class is a delicate construction, and teachers need to be much more aware of the needs and potential of individual pupils than they do when streaming is used.

After all, one of the great advantages of mixed-ability teaching is the possibility of moving pupils from one teaching group to another. There will always be some troublesome characters and occasionally a very disturbed pupil whose group would be helped, as they might be as well, by a transfer. All that is needed is for the student's progress card to be moved from one teacher to another. We have been able to transform some difficult groups by moving one or two students, or a particular friendship group.

In changing over to mixed-ability teaching, we decided to write our own schemes of work and to produce our own work cards and learning sheets. Although publishers are tending to produce materials in many subjects for mixed-ability classes, at the time there was nothing at all on the market. Again this was to our advantage: we found we could gear our own scheme to include more of the elements which arise out of the mixed-ability work relationship.

The task of writing work schemes is overpowering. We found that a single member of labour made more time available and less strain. In science, we have to plan over three years. With eight staff, we have only to produce two of them, one choosing. One teacher leads for a year, and there is considerable interaction between leaders and team. Inevitably, production and use of worksheets in the classroom has to be a chance for discussion and a team leader has to be able to give criticism.

A satisfactory storage and recording system is essential, and a media resource centre important. Proper facilities for leaders to produce high-quality materials is not easily achieved, and it takes several years to collect together all the necessary equipment and know-how.

Science worksheets are produced in short-term independent learning. Each class starts a lesson together, and then groups or individuals work at their own rate. Worksheets are an introduction to an experiment or topic, and are not the whole lesson. Students who cannot read need individual attention in the early lesson, while fast, experienced pupils need extra resources to stimulate them to continue to more difficult work beyond the classroom.

tion they had been in a mixed ability class in their first year. But some of the benefits do not escape them. One boy gave an almost textbook justification for the method: "When somebody asks me how to do something I find I understand it better by the time I've explained it to him". His partner said: "We help each other to understand things."

In a fifth form biology class, pig's trotters were being dissected as part of work on muscles, joints and tendons. Pupils worked in groups of two and three in a relaxed atmosphere. Teacher and pupils had an easy relationship, with the teacher wandering around answering questions about the worksheet. A teacher on his way through the laboratory stopped for a joke with one of the boys.

Two boys in a corner seemed to waste most of the lesson aimlessly whittling their limb, talking, and throwing scraps around. They were loud, but not seriously disruptive, and the teacher occasionally spoke sharply to them in a vain attempt to get them to work. Three girls in another group were the brightest, according to a consensus. One studiously copied the bones of a forelimb from a book. Did they find mixed classes a distraction? "It's all right until that lot start", says one, nodding contemptuously towards the whittlers. "But we just ignore them. We do they get enough attention?" We get

help when we ask for it."

In another group of three girls, one was very dominant and did all the dissecting—and all the talking. The others perched on the shoulders of the dominant, identical answers to the questions on the sheet. She said: "We're not good enough to do O level. CSE is much easier." What did they think of mixed ability grouping? She shrugged: "It's all right."

But at a meeting for parents of fourth-formers last term parents' main worry was that their child would suffer from being the less willing and able. Such views need to be seen in perspective: many had never heard of mixed ability until that night, and several had far more serious worries about matters such as options.

"Colin is easily led", one mother said. "He would do better if he was pushed more. In mixed ability he is being dragged down instead of up. I don't want to force anything on to teachers, but I think he would do better not being with boys who distract him."

"Paul is so soft that he would slow down if he was with a lad who was slower", said another parent. Her husband agreed with her. "If they were streamed", he said, "he would know what the standards were and what he had to achieve."

Colin's father said, "We can't tell him not to go around with this boy or that—

he'll only do it all the more. All we can do is have a word with his teacher to have a word with Colin."

Other parents did not want to condemn mixed ability. "We are trying to keep an open mind", said one father. Another said: "To be quite honest, I don't know. As long as he works to his best ability we can't ask any more."

Stephen's mother said mixed ability was a challenge to him. "When I was at school we either did it or we didn't. Like this, they help each other more, and this is good." But like other parents she does not know enough about what goes on at school. "I ask him how he is getting on and he just says 'all right' or something like that."

At the meeting parents met their child's teacher for each subject. Peter Roper, who takes one of the four fourth-year physics groups, explained to each parent how the grouping worked in this subject. It was clear that many parents were hearing about (or understanding) this for the first time. One mother confessed she didn't know what physics was either. "We didn't do it when I was at school."

The 80-odd children who had opted for physics in their fourth year, he explained, are divided into four groups with equal numbers of above and below average pupils. Not until the second year of the

course, when they are in their fifth year, would he decide which were to be entered for O-level and which for CSE.

He showed parents their child's work folders—which they had not seen before because pupils are not allowed to take them home—and their child's answer to a typical CSE question on the internal combustion engine. Half way through the first term of the course, the folders contained mainly diagrams of engines, mostly photographs of exploded diagrams taken from car workshop manuals.

Peter Roper told all parents that their child was average or above average, though this may reflect the type of parent attending the meeting. One or two thought he was being too generous, and to these he said he hoped they would not underestimate their children, and discourage them. He carefully thanked the other parents for their support.

Several parents had no reaction to hearing their child was taught in mixed ability. They were content to leave the decisions about how their child was taught to teachers. "I'm quite happy to leave the decision about GCE or O-level to his teacher," said one mother, the wife of the local MP. "It's up to him to use his brain, if it's there. We wouldn't have sent him to a grammar school, on principle."

Paul's mother said: "It's no use me aspiring to GCE if he hasn't got it in him. It's up to the person in charge of the subject. We know what we want him to be, but they know him best."

Phillip's father had just had an argument with a mathematics teacher because his son had been assigned to a CSE group from the start of his fourth year, and he preferred the way it was arranged in physics, where the decision was left until later. "Put all the apples in the cart from the start and take out the bad ones later on", he said. "I know O level, everyone does. When he goes for a job it will be five Os, not CSEs. CSE is a load of rubbish as far as I am concerned. In mathematics he has been put in CSE right from the start. I don't agree with it."

Peter Roper explained that many employers—including the Post Office, "the largest employer in the country"—looked on CSE favourably. Phillip's father pointed out that every employer cited was a nationalized concern. "The government have got to buck their own exam, haven't they?"

But his final appeal illustrated the frustration and helplessness of many parents, faced with a situation over which they have no control. "I didn't come here to pick an argument, but this is the only chance we get. . . . This is very important to us."

Bob Doe



When we test pupils, what does a high score indicate? After hours of discussion we are still not sure what to write down against a pupil's record card: "60 per cent, Summer, 1975"?

Many parents are uncertain about mixed-ability teaching and many teachers are sceptical. What is certain is that teachers cannot indulge in much teaching from textbooks, when a group can contain pupils who have difficulty in reading, as well as others clearly destined for A-level work and beyond. Teachers need to be skilled in developing individual relationships with students at all levels, in keeping careful records, and in the thorough preparation of programmed material. Only in this way can the potential of all pupils be drawn out, so that no one faces continual reminders of their inadequacy or failure, and the very brightest can be stretched to their limit.

Peter Roper

Peter Roper is head of science and mathematics at Abbey Wood School, London.

To do and die

Colin MacInnes
on an undervalued group
of workers

The British Navy: a concise history. By Oliver Warner. 0 500 01139 7. A Concise History of the British Army. By Jack Haswell. 0 500 01128 1. Thomas and Hudson £4.50 each.

Few peoples have treated the soldiers and sailors who guarded their lives, and created their fortunes, with such cruelty and indifference as have the English. From their modest Cromwellian beginnings, the armed forces rose, in the eighteenth century, to be among the most formidable in Europe and won for England the empire on which the sun has recently set. And it is precisely during this period of maximum endeavour throughout the world that the English evolved an attitude to their defenders that Dr Johnson denounced as worse than that they vouchsafed to criminals.

For consider: introduced by Dutch William, the army devised a scale of flogging of up to 2,000 lashes unknown even among mercenaries of German principalities. Napoleon had four capital crimes in his Code; the English, by 1800, had invented nearly 300. The navy was press-ganged—and the army in effect so, by impressing criminals—and our merchant seamen were trained in its arts by the highly lucrative slave trade. If you were wounded or sick, that was bad luck; and when you were discharged when a war was "over", you were decanted at the nearest port with no money, and years of back-pay to your name which you would probably never collect.

Officers, of course, fared rather better—above the rank of captain, always obtained by "influence", anyway. Prize money was gigantic (see Jane Austen), and titles and ribbons flung around with lavish hand. But you betide you if you were a "mere" officer of the Indian or colonial forces, with actual combat experience, and not a colonel who had bought his regiment, ran it like a business, spent half his time hunting and had no shame whatever in not volunteering for service overseas. Even our greatest soldiers and sailors were treated revoltingly. Marlborough, our only international genius, was dismissed from all office, after his four brilliant victories, and practically exiled. And what was done for the dogs of Nelson's life, and their daughters, whom he entrusted to the nation as he died on Victory? Nothing; and in each case and fortune were given to his elegiacal uncle (finally suppressed—the pension part of it—by Clement Attlee, who

must have relished his discourteous and sensible task). But what of Jolly Jack Tar, so well beloved, even if those "going for a soldier" were considered the lowest of the low? When Jolly Jack mutinied against unseemable conditions at Spithead and the Nore, his admiring nation turned against him to a man—and even woman. Keel-hauling, flogging round the fleet, the cat and the yardarm were invented for his special delectation. As for his share of the prize money, as the high maelstrom said at Trafalgar, he hoped the enemy's bullets would be awarded by fate to all ranks on the same proportion as each one's share of the booty.

When did things start to get better—if at all? From the Crimean War, really, when nasty "penny-a-lining" journalists erupted, as did odious busy-bodies like Florence Nightingale. In the Boer War, there was a considerable civilian contingent to fight, though suitably awestruck by our utterly incompetent generals, they told tales at home. There were more and more journalists, among them Rudyard Kipling and Winston Churchill. After general conscription in World War I, the army began to break round the end of it, and the truth to be told by "war poets" of the post-Rupert Brooke vintage. Lloyd George, though largely hamstrung by the monarch and petrified fellow "frocks", was at least not scared of top naval and military brass, and shuffled them around in a way that won

the admiration of Clemenceau (and of young Corporal Bliley).

Of World War II, one can really say that the conscription transformed the regulars as much as vice versa—chiefly, as I well remember, by the force of dumb invention; of just shoving pitying surprise at the old sweats' most cherished shibboleths—and as for civilians, if they tried to call us "soldier" in that tone, we made life as miserable for them as our ancient means permitted. But after conscription had ended (in the only Western nation to do so except for Canada and Ireland), much of the indifference, if not contempt, for the poor old squaddies has returned. For please tell me—who really cares all that much about "our brave boys in Belfast"?

Jack Tar fared rather better, since he is fewer, far further, and traditionally of scarier in fact: "guards our commerce on the high seas". But even here, civilians have realized sailors have bases, and places, they do not like, such as Holy Loch. Still, the Navy remains "royal", as the Army never was (nor wants to be, now everything is), and while the Navy has invented a rude word for soldiers (nags), the troops have never retaliated, and politely call the boys in blue maelstroms, as they do themselves.

As for the big-navy-colonial (Tory) or large-army-continental (Whig) rivalry of strategists, this has now largely been made irrelevant by the bomb, by which the Navy, with the effectiveness of its atomic submarines, has

pre-empted the cherished military of winning the last, decisive battle. Even so, I remain old sweat enough, and that years are eventually won, though grubbily men who march for truth where as the white flag are hated.

These books are candid as can be, and certainly charming, as illustrations of ships, houses and uniforms are. Despite nonsense about Alfred and William the Conqueror, the truth of our forces is recognized for what it is, though under estimated for what it was. A soldier himself for the first time in Blake, found an admirer for the first time in the office. In 1237/80 6. Paperback 75p. 910710 4.

All Work and No Pay: Woman, Housework, and the Wages Due. Edited by Wendy Edmund and Susan Fleming. Paper of Women Collective and Peeling Wall Press. £2.95. 0 9502702 3 7. Paperback 70p. 0 9502702 2 9.

Medieval Women. By Eileen Power. Edited by M. M. Postan. Cambridge University Press £4.40. 0 521 20769 3. Paperback £1.90. 0 521 09946 3. Made Chaucerism: How it works at home and in the office. By Michael Korda. Hodder and Stoughton 60p. 0 340 19936 9.

Evil Eve and Blessed Mary

by Eileen Barker

A Woman's Place 1910-1975. By Ruth A. Chatto and Windus £5.50. 0 7011 21211 X. Women and Work. By Ross Davies. Hutchinson £3.25. 0 09 123870 6. Paperback 75p. 910710 4.

All Work and No Pay: Woman, Housework, and the Wages Due. Edited by Wendy Edmund and Susan Fleming. Paper of Women Collective and Peeling Wall Press. £2.95. 0 9502702 3 7. Paperback 70p. 0 9502702 2 9.

Medieval Women. By Eileen Power. Edited by M. M. Postan. Cambridge University Press £4.40. 0 521 20769 3. Paperback £1.90. 0 521 09946 3. Made Chaucerism: How it works at home and in the office. By Michael Korda. Hodder and Stoughton 60p. 0 340 19936 9.

What is a woman? The answer to this thorny problem lies partly, it is true, in the realm of physics, chemistry and biology—woman is "by nature" a sex under herself—but also the answer is largely to be found in the society in which the woman lives.

For social communication to be possible we must typify, place in categories things (or people) sharing some common characteristic which is not shared by those outside the category. This necessary procedure will, however, also push into the category a variety of dissimilar characteristics associated with each individual component which does have the shared property. Thus the category "blue things" includes the sky, numerous carpets, the cover of a book I am reviewing, pieces of china, my new nightdress and delphinia; the category "women" includes geniuses and nitwits, kind and cruel people, musicians, day dreamers, dry cleaners, Queen Victoria, Lucresia Borgia, Cynthia Smith and the girl on the Bombay Omnibus.

The trouble starts when it is assumed that those who share a particular characteristic (blueness or sex) therefore also share other characteristics which may (or may not) belong to some of the individuals in the category. To claim that they naturally do, so is of course to appeal to the highest authority and to insist that this belief the way things are, they ever more must be. Hence it comes about that women are not only typified, branded as owning characteristics peculiar to their sex alone, but the justification, or rationalization, of this typification rests in the claim that it has been so ordained from time (or DNA) immemorial, and cannot be thus. Such an explanation of the essence of women reinforces whatever the status quo happens to be.

Sex becomes the defining characteristic for assessing capacity and potentially in myriad areas where the possession of one set of genitals rather than another is, to say the least, of curious relevance.

One way of questioning the "naturalness" of women's behaviour or place in society is to show the extent to which such typifications are a product of social constructions by comparing the "natural" states in which women have found themselves in diverse times and places. Several books have recently attempted this exercise by various means.

One such is *A Woman's Place*. In this Ruth Adams traces, the ways in which, during the 65 years since 1910, the status, life chances and images of the natural woman have been subject to the whim of demographic and economic changes—particularly those brought about by two world wars. "A woman born at the turn of the century could have lived through two periods when it was her moral duty to devote herself, obsessively, to her children; one, when it was her duty to society to neglect them; another when it was her seductively 'feminine' and, three, when it was a pressing social obligation to be the reverse; three separate periods in which she was a bad wife, mother and citizen for wanting to go out and earn her own living, and three others when she was an even worse wife, mother and citizen for not being eager to do so." The demands for women "to change their colour, like chameleons, to fit the background of their period" are documented by the author with a mixture of reports, statistics and extracts from various contemporary novels. It is an extremely readable and well-balanced book and should prove a useful text for sixth formers studying modern history.

While Ross Davies' *Women and Work* covers some of the same ground, it spans a wider historical period (from the mid-eighteenth century) and confines itself, as the title might suggest, to employment for which women have been paid. Mr Davies is particularly concerned with illustrating the wastage of resources that a nation, living largely by its wits, suffers through its typifying attitude towards women. This book provides a valuable contribution to social history and it too can be recommended for use in schools.

Professor M. M. Postan has edited some of the late, Eileen Power's work on women in medieval times to produce a delightful book, beautifully presented with over 40 illustrations. It provides insights into some of the historical contingencies that have been responsible for

moulding subsequent images of women—the power, for example, of the aristocracy and the clergy to impose their lingering views of women as the object, both of scornful derision and of chivalrous adoration; the evil Eve and the blessed Mary. Medieval Women also contains fascinating chapters on women's education and the actual, as opposed to idealized, everyday lives of "the lady", the nun, and the working woman in both the town and the country—and work they did.

All Work and No Pay is a militantly propagandist collection of statements by various individuals and groups devoted to the advocacy of wages for housework. The contributors see themselves as forming part of an international movement playing its part in the capitalist crisis. Lashings proclaim their particular rule in women's struggle against capital: "Lashings expose sexual servicing as WORK"; a shoplifter announces her right to the goods she takes; a leaflet attacking the state offensive against abortion in Italy ends: "WE DEMAND THE RELEASE OF ALL WOMEN'S BODIES FROM THE CONTROL OF ALL STATES"; and there are sections on exploitation in nursing and on strike action by women. Many people may be disturbed by the violent, vitriolic hatred of men in particular and society in general that flows from these pages. Many others may be disturbed that we live in a society where such a book could be written.

Michael Korda's *Male Chauvinism* takes on the task of penetrating the phenomenon as it exists in America today. It is often an amusing book but the smiles it elicits are tinged with the sad poignancy of Plerot. Mr Korda reveals with perceptive sensitivity not just the fact of men's domination and repression of women both at home and in the office, but also some of the deep rooted forces which will doubtless prejudice the situation for some time to come. All these books accept that the typification of women into a group, or a variety of subgroups, does gross injustice to the range of innate potentialities. They all recognize and illuminate particular aspects of the vagaries of social definition. It must not, however, be thought that Women's Liberation will be easily (if indeed ever) achieved. Mary Douglas, among others, has shown the extent to which the way in which the categorization of a society reflects the social structure of that society. Nevertheless, once a society starts to point to the fact that certain distinctions are not God-given but man-given, they lose some of their sacredness and may well change their character, if not exactly crumble to ashes.



Above: A Mid on Half Pay From an aquatint by C. Hunt 1825.
Left: Seamen, early 19th century. From an etching by Atkinson 1804.

Pride and prejudice

Geoffrey Reed
on the Black Hole of Calcutta

The Black Hole or the Making of a Legend. By J. H. Macfarlane. Allen and Unwin £7.50. 0 04 954019 X.

It is always worth making of any historical document why it was written. There is a motive behind every narrative; sometimes, certainly, the motive is the desire to leave a disinterested record, but not always. The story of the "Black Hole" of Calcutta is based on one document, J. H. Macfarlane's "Genuine Narrative of the Deplorable Deaths of the English Gentlemen and Others who were suffocated . . . in the Night succeeding the 20th of June, 1756". It took the form of a letter to a friend written on February 28, 1757, while Holwell was returning to England, and was published as a pamphlet the following year.

The story—true or false—is unusually complicated. Bengal was still ruled by its Nawab, Siraj-ud-Daulah, who had succeeded

his grandfather in April, 1756. For reasons which are themselves debatable—perhaps to forestall a coup against him inspired by the East India Company—he attacked Calcutta, the Company's great entrepot, and took its stronghold, Fort William. Most of the English inhabitants had fled. A number, including Holwell, remained and were taken prisoner. They may well have been counting on the treachery of the Nawab's general, Rai Duttah, who did indeed turn his coat later at Plassey.

According to Holwell, the Nawab had given his word that no harm would come to the prisoners. Instead, 146 of them were forced into a prison cell called the Black Hole, where 103 of them died of suffocation. There is much reason to question this story, which is naturally inflamed English opinion. A contemporary letter states that "the Accounts are very much and are difficult to reconcile". The first two such accounts of the Black Hole. There are specific reasons for finding the story incredible in Holwell's version: the very size of the cell—18ft by 14ft—would make it impossible to fit in the numbers mentioned.

It is Miss Macfarlane's object to demolish the mythical story of the Black Hole in toto and this she succeeds in doing, although she does not succeed in explaining satisfactorily precisely what did happen. But that is not her only, or primary, object. One may ask why a history book, as well as an historical document has been written, and the answer here is not hard to discover. "I held it a truth that

the British took over India by greed, and by stealth and double-dealing, enriched themselves hugely and handed back a land drained and underdeveloped." This is the author's theme. In what is, to her, an amusing story of the British conquest and rule of India, the Black Hole myth plays an important part as justifying this explanation: "Colonial lore needs these inventions."

Her extreme, one could almost say, total view makes this an odd book. Part of it is excellent. The first 200 pages form a first-class history of the beginnings of European involvement in India. The Black Hole incident itself takes up a comparatively small part of the book. Here Miss Macfarlane's prejudices let rip. Almost all the Indians are villains, most of the British are noble, misjudged men. While Holwell is effectively disposed of, the dispensing is spoiled by inventive and heavy-handed irony: "this touching scene", "the pathetic men".

No reader can doubt that the legend was indeed largely an invention, and that it played a part in forming the standing British attitudes towards India (Cromwell was forgotten episode . . . brave men whose life blood had cemented the foundations of the British Empire in India); nor that the deceptions on an almost unparalleled scale by the Nabobs of the "Honourable" East India Company. All the same, if Miss Macfarlane had written a book which was a balanced investigation and not a polemic tirade she would have served her



APPLIED, PURE AND PSEUD

Juri Gabriel

English Pairs. By Ian Starmore. Thomas and Hudson £3.95. 0 500 05025 2. Paperback £1.95. 270708.

After a very short but interesting preface, outlining the origins of the English fair, Ian Starmore turns his attention first to its organization and structure, and then to the development of fairground machinery or "rides" from Victorian times to the present day. The final chapter relates the travelling fair to the applied, pure and pseudo-sciences, and throughout goes to the heart of the matter, the fairground. There are three appendices, one of which gives the dates and venues of a selection of annual fairs.

The book reads like a series of fascinating illustrated lectures. It is a pity that the illustrations are so poor, and that the text is so dry. But it is a pity that the text is so dry. But it is a pity that the text is so dry.

despite the fulsome thanks in the foreword, by editors who allow through any amount of ultraviolet passages and sentences like: "Another reason for the change from the old-style fairs was that as people became more urbane they began to lose interest in entertainments such as wrestling, skittles or riding the donkey, which had once been so absorbing, but which they no longer found as enlivening as the new rides."

Because of its obvious shortcomings it would be too easy to ignore the merits of the book. Chief among them is that, in contrast to most others on the subject, which tend towards the softer option of concentrating virtually exclusively on the human element, Ian Starmore more recognizes that machines are not on the periphery, but form the focal point of the showman's life. And that changes and improvements in their design are more than mere matters of academic interest; they represent battles won and lost in the struggle for survival.

But like the innovator in any field—and clearly the author has done a considerable amount of valuable original research—he is faced with the problem of explaining to a largely almost totally ignorant audience why certain developments are more significant than others. Unfortunately, sustained, logically cohesive argument is not exactly his forte. Enthusiasm, knowledge, imagination are there if you look carefully enough for them, but too often facts are left to speak for themselves in unknown languages. And, for want of adequate substantiation, statements that "it times show almost poetic insight: run a grave risk of merely sounding like trendy catch-phrases."

Or could it simply be that the series title of *Industrial Archaeology* has been taken too much at face value, and sociology and psychology, those invaluable providers of "identification labels" to otherwise enigmatic museum "display" cases, have been rejected as irrelevant?

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KNEE-HIGH TO PETAIN

Sue Lerman on Pascal Jardin

Vichy Bayhead: An Inside View of the Vichy Regime. By Pascal Jardin. Translated by Jean Stewart. Faber 13.25. 0 571 10739 7.

Pascal Jardin is the younger son of the man who became Pierre Laval's chief of cabinet in 1942. Born in 1934, he was old enough to be a witness of his father's untold events and to have retained a distinct, knee-high impression of life in Vichy. He does not, however, confine himself to the period of the Occupation, cutting freely between his pre-war childhood and the present in his autobiographical concerns. An epilogue by Emmanuel Berl, who has a flowing entrance in the text, serves to disarm the reader discomfited by any aspect of this view with a tactful reminder of the unreliability of memory. If he, Emmanuel Berl, remembers things rather differently it is not in part because he was an adult hampered by the usual preconceptions.

Jardin's recollections have the kind of innocence of a film by Truffaut (who himself appears momentarily, a necessarily nocturnal filmmaker as a wanted conscientious objector in the 1950s) even when he is dealing with his adult self (somewhat over-indulgently, perhaps, to the Anglo-Saxon mind) or in indicating, with underlying pride, close acquaintanceship with the glamorous and eccentric, the other, over the family drapery and fancy goods shop, drowned in dullness—evocation to Trouville, his father trying to requisition places for SNCF personnel and office equipment, in particular adding machines (he then had a post-war right-hand man to the general manager of the railways and had a passion for a new fast train known as the sausage train because of its perfectly oval cross-section). He recalls his extremely intermittent schooling, the move to Vichy and the kind of perpetual house-party that ensued, Lacombe Lucien-like, with its mixture of aristocrats and politicians, intellectuals and actresses, resistors and collaborators, German functionaries and people on the run (at

one point, according to Jardin, Robert Aron hiding out en route for Algeria walked through their drawing-room under the nose of the German ambassador).

There was a trip to Normandy at the height of the bombing—a startling transition from the padded, well-fed existence of the seat of "government" to the battlefield, to food shortages and curfews, conspicuous death and destruction, known torture behind high walls, feuds and bickerings (the local curd was vilified by all sides, a courageous but non-political man, he helped the hounded and refused to compromise). On another occasion Jardin was taken on a visit to the Hotel Malignon where he spent a night in Lebrun's "monkey room". Finally, at the end of 1943, the whole family departed for the French embassy in Bern, miraculously escaping an ambush.

Interspersed are passages on the subsequent life and development of the Jardin family, and it is some of these hold the interest fractionally less than only he that Pascal Jardin is no longer at the centre of a very odd, stage where his friends are ministers and future historians, politicians and writers, nobles and marshalls, horribly trapped in an exceptionally uncomfortable situation, which their chronicler can observe with rare detachment. This short and absorbing book leaves one longing for a long book leaving one longing for a glossary to reinforce Jardin's telling vignettes of the many people crowding these pages, who, though familiar to Frenchmen and historians, are not always so to others likely to enjoy this piece of personal history.

Jardin is now a film scriptwriter. He must surely be making a film from this ideal scenario (thus, Pierre Frenay and Coco Chanel are not here to play themselves, with the dashes through empty France in a black Ford or Panhard, the SNCF evaded by Jardin's father in a coffee-coloured Peugeot, the speculator or bludge of Le Havre, the lavish dinners, the display of put on by the Japanese embassy staff, the siege at an inn by the newly-named Allier (it flooded Vichy shortly after during an autumn of freak storms), the week-end at a Bourbon castle, the fading in northern France, the bizarre and exotic cast; his child's voice cries out to be seen.

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GOOD OLD TEDDY

Eric Church on Edward VII

King Edward VII. By Philip Magnus. Penguin 11.00. 0 14 00 2658 4.

The King, The Press and The People. By Kinley Rupp. Barrie and Jenkins 16.50. 0 214 200981.

The Golden Years 1903-1913. By Gordon Winter. David and Charles 13.50. 0 7153 6923 7.

Edward the Seventh. By Denis Judd. Macdonald and James 13.95. 350 08153 2. Omega Books paperback 12.25.

The Edwardians. By Christopher Martin. Wayland 14.50. 85340 424 0.

"The most interesting 10 years in English history," "an era characterized by restlessness and change," "years of golden promise"—statements on an era which reflect the character of the man who stamped it with his name and style. While each in his own way adds to our knowledge of Edward and his age, this book of books still leaves us speculating on the night-have-beens.

Given a less rigorous and more understanding education, less Victoria-dominated, would he have reacted to life in a less sensualist way than he did, as soon as he gained partial independence? If he had been allowed earlier access to State Papers and to share to a degree in national policy-making, would his later outstanding success in the 1904 Entente with France have come to a better understanding with his intransigent nephew the German Emperor? Such an outcome could have changed the entire history of this century.

If his marriage had been of his own choice instead of an arranged match with the beautiful but mentally limited Alexandra, would he have sought solace with Lillie Lang-

try, with Alice Keppel and with other mistresses? Who can tell? And yet he was a devoted family man, whose second son, later to be George V, adored him. Lectured and lampooned by the press on his private conduct, he could win hearts immediately in a personal encounter, thanks to his genius for people and his "dignified informality". As he was unable to pursue any salaried occupation, he was no reader and hence no intellectual, but he none the less contrived to blend the tra-



ditional with the emerging new society, and that not only in his own Marlborough set, but that he came cutter to the throne, and reigned longer, could England not have enjoyed a Golden Age? Such are the unanswered questions posed by these books.

Of the three wholly narrative accounts, Philip Magnus's already well known *Edward VII* is the most satisfying for its outstanding scholarship, couched in an unemotional

WHO WAS WHAT

Who's Who in History, Vol 1/ England 1789/1837. By G. R. R. Treasure. Blackwell 15.25. 0 631 06200 9.

A Dictionary of British History 1815-1973. By Frank R. Huggitt. Blackwell 15.00. 0 631 32210 9.

It is impossible for anyone who has ever been involved in making a dictionary, or, indeed, a reference book of any kind, not to be fascinated by methods of compilation. At first sight this fascination might be thought an infection caught by a particular category of people. This is not so. Method is the place where users and compilers meet. Therefore, the soundest way to examine and review dictionaries is to use them.

On this test Mr Huggitt's *Dictionary of British History* wins high marks. It is a businesslike volume, methodically arranged and with its arrangement clearly described: it is easy to find one's way about. The dictionary is concerned in the main with political, social, and economic history. It contains entries for people, events and topics. Sixty of

the topics (e.g. agriculture, parliamentary reform) are made under subjects; here the entries cover the whole period of the century, are connected with others in two ways. Words in italics indicate other relevant entries; at the end of many of them there are references to related entries earlier or later in time. The two kinds of cross-reference enable the user to build up a picture of the development of particular topics in time. The whole is arranged alphabetically.

Volume V of *Who's Who in History* is, in contrast, difficult to use. The period it covers is short, 1789-1837, and the number of entries is small; only 148 in 407 pages. One is given no guidance about the arrangement, which is neither alphabetical nor chronological. The explanations given in the first volume of the series are not much help, partly because the original plan of four volumes has been superseded. The volume is heavily weighted towards poets, novelists, and reformers and inventors of various kinds and here we are given useful information. Even so there are puzzles. Why, for example, is John Cartwright, parliamentary reformer,

TWO-DIMENSIONAL HAWORTH

A Brontë Companion. By P. B. Pinion. Macmillan 11.0. 0 333 14426 0.

No book on the Brontës family could ever tell you all you always want to know about them, but it is disappointing that in 408 pages this guide to their lives and work includes so much of only marginal concern.

Divided into three parts—biography, criticism and reference—it opens with a carefully researched survey of the life of Patrick Brontë, which recognizes the influence he exerted on his children, and records several legends, but fails to follow the author's concentration on factual information and his

reservation until Part 2 of discussion of the novels, poems and letters (despite the light they throw on the characters, state of mind and interests of the Brontë children) makes reading for rather two-dimensional reading. The separate presentation is intended to make it easy reference, but in avoiding repetition, Mr Pinion sometimes writes confusingly: a reference to Charlotte's caricature of Branwell in the *Ang-Wingfield*, for example, is not explained until 30 pages later.

The book's best pages are found in the section of literary criticism. The essays on Charlotte show what extent her novels were an expression of her shy, introverted nature, so painfully aware of social and physical inferiority, set at times to self-assured, so eager, Anne Brontë's

yet compelling style. Small, recent writers on the period, inevitable that these or other overlapping of detail on the life in such a group of books, much new material comes in, in his European journey, revealed the Sovereign, here the line the fact that Edward's last English monarch to be a real personal influence on affairs, though as 10 crown prince heads were related, perhaps this is hardly surprising.

The King, The Press and The People shows Edward and the concept of monarchy, the case of the Mordant and the Tronby Craft is indirectly involved, or re-adaptation after the Entente recovery from illness, or occasion of a Royal Derby imposing selection of the weekly papers, both English and American, have been seen and defects—and it has plenty of both—the most important thing about it now is that it is nearly 40 years old, and that much of it has been superseded by research which has appeared mainly in Russian and

French. There would be a good argument for a new edition, revised to take account of such research. There would be some argument for a new impression, supplemented with an introduction describing such research. But the book has been neither subjected to revision nor provided with new material; it has simply been reissued (with minor alterations). These alterations amount to nothing more than a few small corrections, whereas major alterations would be necessary to make the book a standard work again after such a long interval.

This is still the most impressive full-length account of Bakunin in English; later studies of the life and work of the main founder of the anarchist movement haven't begun to match Carr's scholarship or style. It is also the most influential treatment of Bakunin in English; Carr's interpretation of one of the greatest revolutionary leaders of nineteenth-century Europe as a fanatic and fantasist has dominated all discussion of the subject in Britain and America. But whatever the book's merits and defects—and it has plenty of both—the most important thing about it now is that it is nearly 40 years old, and that much of it has been superseded by research which has appeared mainly in Russian and

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work is treated sympathetically of the finest purpose of every guide to the writer and his work, much of Part 3—the reference section—is a tragic waste of space. The sprawling digressions, places and people in the novels is of use only in that it is added to cross-word building. The book ends with an excellent glossary, a good annotated bibliography, and a curious list of appendices, ranging from a list of Emily's friends to a list of the Brontës' friends.

Twenty-eight pages of annotated white photographs, four more of three line drawings, contribute to the selling price of 11.0. The companion is an expensive but

GREATLY MISUNDERSTOOD

Nicolas Walter on Michael Bakunin

Michael Bakunin. By E. H. Carr. Macmillan 9.00. 0 333 18425 4.

E. H. Carr's biography of Bakunin was first published in 1937, and has been out of print for many years. An American paperback edition was published in 1961, but has also been out of print for several years. The book was last year reissued in an elegant (and expensive) edition which has been widely welcomed but should not have appeared at all.

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AUTOLYCUS, FRs

J. H. P. Pafford on John Aubrey

John Aubrey and the Realm of Learning. By Michael Hunter. Duckworth 12.50. 7156 0818 5.

Aubrey is having something of a boom. The Folio Society has issued a sumptuous edition of *Brief Lives*, he naturally appears in Kenneth Ponting's *Wiltshire Portraits*, there was recently an Aubrey exhibition in the National Portrait Gallery's branch in Carlton House Terrace, and now we have Michael Hunter's scholarly book which gives the fullest analysis of Aubrey's work and ideas that has yet appeared.

The complex and fascinating seventeenth century threw up a host of characters, many famous in politics, religion, literature, scholarship and science, and many who dabbled in these and other fields including the occult. Aubrey's reputation was unfortunately set largely by the then crotchety Anthony à Wood who dubbed him "Magotie-headed", and Johnson, whose comment on the *Miscellanea* was that Aubrey's name would not "much recommend it to credit". So he has often been dismissed as a dabbler, a credulous, amiable Autolycus, ready and anxious not only to listen to any tall story but to record it; a more diligent note-maker even than Captain Curle. Of course, apart from antiquaries and those interested in the seventeenth century and the histories of Wiltshire, Surrey and Oxford University, few have known much about him apart from one of his anecdotes of Raleigh.

This was changed by Anthony Powell's *John Aubrey* and his

Friends (1948, revised 1963) and his edition of Aubrey's *Brief Lives* and other *Selected Writings* (1949). Aubrey's *On Education* was edited by J. E. Stephen and *Three Prose Works* by John Buchanan-Brown in 1972 and there are two or three editions of *Brief Lives*. Some of his writings on Wiltshire and Surrey have been published, but the vast bulk of his notes remains in manuscript. Anthony Powell wrote mainly on Aubrey's life but showed him to be of much sounder and higher intellect and purpose than had been supposed and that he was very far indeed from being a feeble or genial dilettante.

Michael Hunter now greatly strengthens that view in a book which complements *John Aubrey and his Friends* in dealing with Aubrey's intellectual activities and achievements, which were indeed considerable. Aubrey was a hard worker, interested in almost everything. Primarily an antiquary, he was also a scientist of the Baconian school; and, as an early Fellow of the Royal Society, he met many of the scientists, philosophers and scholars of the day. The new science appealed to him "for its clarity and usefulness", and he was always interested in practical applications to knowledge. His extraordinary activity lay chiefly in recording whatever he learned and in so doing he has saved much that would otherwise have been lost.

Michael Hunter shows Aubrey to have been an alert and able man, full of humility, unwise only in his matrimonial and business affairs, dedicated to all branches of learning, and serving them with devoted, relentless and invaluable labour. The book is an important contribution to the understanding of the life and spirit of the seventeenth century.

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Twenty-eight pages of annotated white photographs, four more of three line drawings, contribute to the selling price of 11.0. The companion is an expensive but

FROM SOLDIER TO PRIEST

The Ruins of Time. By David Adamson. George Allen and Unwin 14.50. 0 04 972008 2.

Mayan archaeology has had its share of colourful characters like all cultures "discovered" in the last century. David Adamson scans the whole field of Mayan contacts with the European world from Francisco Morazan, the conquistador granted Yucatan in 1526, to Ian Graham, currently director of the Maya Hieroglyphic Inscription Study. We follow the passage of soldiers and priests who were little interested in the native cul-

tures but who sometimes preserved valuable native documents, and of nineteenth-century explorers who did a nice line in looting on behalf of American and European museums. There is, for more modern times, a survey of how theories of the origins of Mayan civilization progressed, from those who saw elephants in Mayan hieroglyphics to those who now take the trouble to examine the ruins more closely.

The amount of actual archaeology in the book is strictly limited but it is none the less fascinating to learn something of the attitudes of the men who were interested in it. I. C.

ON THE HISTORIAN'S COUCH

Ian Caruana

The Psychoanalytic Interpretation of History. Edited by Benjamin B. Wolman. Harper and Row 12.15. 06 131714 4.

It is flattering to be told by a psychologist that the historian "has set himself high standards in the handling of evidence". Even so, most historians are probably rather suspicious of psychoanalysis and regard it as an attempt, when used in history, to provide easy answers to problems of human behaviour.

Psychoanalysis is, of course, a technical subject and this, to the modest or the lazy historian, is a handicap in assimilating its findings directly into his work. But there are more serious difficulties. One lies in the diversity and conflicting ideas in psychology. Most of the essays in this book, for example, take a broadly Freudian line but Ronald Grimsley also shows how Jungian archetypes have been used.

More important is a basic conflict about the use of evidence. An example from Gustav Bychowski's study of Stalin will help to explain. After the death of Lenin there was a prolonged struggle for the leadership of the Party in which Stalin eventually emerged supreme and proceeded to eliminate his rivals. Bychowski explains this with reference to Freud's idea of an "ego" and leadership transfer among primitive tribal societies. According to this interpretation Stalin was responsible with the other Old Bolsheviks (the sons of the killing Lenin the father). His subsequent

behaviour is that of a gully sn struggling for leadership by removing his equally gully brothers and identifying with the simultaneously loved and hated father. It appears to be entirely irrelevant that nobody killed Lenin.

Once the normal use of evidence is dispensed with the historian ceases to be interested. History ceases to be a search for coherence and its adherence to the visible evidence. If the psychologist wants to adopt theories that conflict with the external evidence he must expect the historian to wait for convincing proof of their validity before he follows blindly.

As the historian can and does take notice of the conclusions of medicine or economics there is no inherent reason why he should not also want to use psychology. A book like this could in fact have been very useful in mapping out the historiographical problems involved. (In fact the editor does not appear to know the meaning of the word "historiography".) Half the book is devoted to "Interpretation of History" which includes, oddly, a history of the use of psychoanalysis in literary criticism. None of it is very good.

The second half of the book consists of three biographical essays. Outstanding among these is Robert Waite on Hitler's anti-Semitism because he is careful in showing the boundaries between history and psychology and in pointing out how psychology can help. Peter Loewenberg on Herd is also interesting but Bychowski on Stalin, while good at times, shows the sort of silliness that is too often associated with psychologists. Overall, this is a disappointing book but it may perhaps be useful in stimulating thought on the issues involved.

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DO-IT-YOURSELF KIT

Norman Evans on curriculum development

Towards a Freer Curriculum. By Henry G. Mackintosh and Leslie Smith. University of London Press £3.50. 0 340 16773 4. Paperback £1.50. 0 340 16774 2.

The Middle Years Curriculum. By Michael Ruggie and Malcolm Clarkson. Ward Lock Educational £3.25. 0 7062 3400 6.

These two books have their eye on the same target, but in one sense they are complementary. The title, *The Middle Years Curriculum*, indicates clearly the pupils, teachers and schools it is concerned with. *Towards a Freer Curriculum* tells the intention of the book but not its focus, which is on secondary schools.

In another sense these are contrasting books. Mackintosh and Smith set out to show how public examinations have constrained the curriculum and how they can be used to achieve the freer curriculum they would like to see. They are preoccupied therefore with ways of devising a curriculum from which submissions can be made to examining boards in such a way that they can be accepted. The contributors to *The Middle Years Curriculum* are not concerned about examinations at all. Unless I have missed it the word never appears in the text; it is not in the index.

Their preoccupation is with the nature of the curriculum for children in the middle years, and with its justification.

The Middle Years Curriculum is divided into six sections: Planning and Organization; Curriculum Skills; Classroom Language and Reading; English and Integrated Art; Mathematics and Science; Social Studies and Modern Languages. Each section contains several chapters, each of which is fully documented with valuable examples of programmes of school work and a short biography. Each also makes determined attempts to relate a review of research findings to the practical suggestions or descriptions of work being offered.

Everything develops from the position that the middle years are special, neither primary plus nor secondary minus and that everything included in the curriculum needs to be special in its own right, too. Unfortunately, although almost inevitably with 16 contributors writing 273 pages, the book reads unevenly both in terms of the quality of writing, the content and the conviction with which ideas are expressed. But it is a valuable book, more a source book for suggestions and stimulation than a good textbook. *Towards a Freer Curriculum* is really a do-it-yourself kit for outflanking, if not defeating, the public examination system. The problem is

defined as avoiding interference while achieving nationally accepted standards. After a quick flip through the history of curriculum development—oddly there is no mention of the Curriculum Studies Group which preceded the Schools Council—the rationale unfolds through an account of Goldsmith's version of interdisciplinary enquiry (IDE), failure to obtain validation for public examinations for courses based on IDE, success in a set of related courses (this, rather curiously, is called negative strategy) and Associated Examining Board's Pilot Study in World History, with documentary evidence on all those things in the appendices. The subject is of enormous importance; I suspect that most readers will find it an unworldly focus to engage them—which is a pity.

Although it was not the intention of either book, reading both suggests that each could have been improved if it had paid some attention to the other's preoccupation. *Towards a Freer Curriculum* could have strengthened its rationale by paying more attention to the school period which precedes the examination system. *The Middle Years Curriculum* could have strengthened its justification by making claims for it as a basis for the examination requirements to follow.

HEAT, LIGHT, SOUND

E. G. Breeze on basic and O level physics

Starting Points in Physical Science. By S. P. King. Harcourt Educational £4.50. 0 247 12601 2.

Mr King is to be congratulated on writing a book for which there has been a great need for many years. Here, for the help and guidance of new and well-experienced teachers alike, is an excellent collection of good, interesting and instructive experiments in both physics and chemistry. They cover a wide range of topics in which youngsters are interested, such as light, colour, heat, electricity, air, water, buildings and bridges.

No particular course is laid down. Any teacher can plan his own course if he wants to. There are plenty of suggestions for illustrative experiments. Teachers who let the children stimulate the course can refer to this book for suitable experiments to recommend to their pupils.

There is hardly a page without a drawing or diagram of excellent quality. At the end of the book there are three appendices: one making a hot-wire cutter for polystyrene foam, a list of suppliers of apparatus and a valuable bibliography.

It should be pointed out that the material in the book appears to be best suited to children between ages 11 and 13 years old, but teachers in secondary schools will find the book useful.

For some reason best known to themselves, the publishers have chosen the new, glimmering horizontal format in place of the more convenient and stronger vertical format. This is a pity for it makes the book awkward to use, and in spite of the very high price, all teachers of

science to younger pupils are strongly advised to invest in a copy. *Multiple Choice Physics for C and O Level.* By K. Johnson. £1.85. 0 7135 1926 6.

Mr Johnson has certainly expounded a great deal of theory in compiling this book. As a work it could be very valuable indeed. I have reservations about its suitability for CSE candidates' performance in the area where I am, suggests that CSE students will find many of the questions particularly those on multiple-choice.

The choice of questions is of fact—the absolutely correct answer is to be made and underlined to be gained. The concept the questions and their answers, plenty of opportunity for discussion in class afterwards.

The material embraces all standard topics—force, momentum, heat, light, sound, electricity—static and current, atoms, modern physics, and a total of some 300 questions.

Unfortunately, the price is unrealistic. We know that the have risen quite exorbitantly; surely publishers must know that teachers have to work on restricted budgets and just afford to buy class sets of this book. For something in the region of £1.00 the book becomes a bargain. This is a pity for Mr Johnson's book is worth having at level standard.

ECONOMIC STATE OF THINGS

Catherine Basham

Access for All. By K. H. Schaeffer and Elliot Sclar. Pelican Books 70p. 0 14 021805 X.

While the authors admit that transportation problems are not the only cause of our social ills, they are a bit obsessed with their subject. However, whether we think the transport chaos is mainly caused or mainly effect, the explanation of how the car has enabled American society to become stratified geographically, by age and by income, and the loss of the sort of communal life which cities provide, is worthy of study. It is not as bad as having yet, although the disadvantages of not owning a car are greater than they were 20 years ago, so we can still learn from American experience. There is a useful case study of

Edmonton, Alberta, a town built by a mixture of luck and misfortune, has succeeded in avoiding urban sprawl and all the other evils.

International Firms and Modern Capitalism. Edited by Hans Kries. Penguin £1.25. 0 14 08 0072 8.

These Marxist essays attempt to understand international firms and their activities by means of a theory of imperialism. The collection begins with Bukharin's 'The World Economy and Nationalism', looks at the general form of capital in the world economy and the 'least developed' countries. There is a sad epilogue on Africa, but it is well worth reading whatever side you think you are on.

TEST MATERIAL

Frank Anstis

Objective Tests in Physics. By G. Rowell. Macmillan 80p. 333 17116 0.

Now that CSE boards are beginning to make more use of objective type tests in their O level science examinations, there is an increasing demand for carefully prepared collections of test material to give pupils practice in the skills needed to answer those sometimes surprising but exacting questions.

Compiling a reliable collection of objective test material is a time-consuming task which can present many pitfalls to the beginner so that those teachers who will turn to published material which they know to have been tested and checked. This latest collection, containing nearly 300 questions divided into four test papers broadly covering the whole spectrum of O level topics, is well matched to the standard of the final two years of an O level physics course and could

be used either for revision or routine class exercises.

Because the collection contains test material of the type which is most likely to be expected in an O level examination, pupils are likely to encounter occasional items which are new and or dip circles which are outside their own particular syllabus. This is a small disadvantage, however, in a collection which is such an excellent introduction to the types of multiple choice, multiple completion and matching questions most commonly encountered.

Those whose help in checking questions and answers has been acknowledged in the preface have done their job well enough for the text to be almost entirely free of those annoying minor errors which sometimes mar such collections. Even those teachers who disagree with the author, and choose to use a different strip will be met by a heating effect of an electric circuit will agree that this volume offers excellent value for money.

POLYMERS AND POLLUTION

P. H. Morgan on environmental, physical and applied chemistry

Systematic Physical Chemistry. By L. C. Rose. Murray £2.95. 0 7195 2938 7.

This book is aimed at A level students, though the author hopes it will be of use to first year undergraduates. The material is arranged on a largely practical basis commencing with the atomic theory and working through liquids, gases and solutions to ionic theory and the solid state. Chemical energetics, kinetics and mechanism are fitted in on route. It is prefaced with sections on nomenclature and units; problems and lists of data are appended. The author states in his preface that he wishes to present physical chemistry as an integrated subject and yet the text takes no more advantage of the unifying concepts of physical chemistry than other standard texts. The energetic principles, for example, are not displayed to their full advantage. In some places the text is rather loosely written and lacks vigour of definition, though diagrams illustrating concepts rather than apparatus would have improved it.

The atomic theory and bonding chapters are fragmentary. Here, and elsewhere, the reader's appetite is whetted by the introduction of concepts and then left rather in mid-air. For example, we are told that particles may have dual character but we are not told anything about any experiments which demonstrate this. Also, in this section, it is not clear as to how the 'balloon' diagrams of atomic orbitals portray positions of maximum electron density. The ionic theory is competently dealt with through worked calculations on pH, complexometric titration etc. Heterogeneous catalysis, colloids, chromatography and surface chemistry are brought together after the solid state has been dealt with. Incidentally, the table of conjugation values for electrolytes added to solids is incorrect.

This volume contains all the basic material for A level and may interest undergraduates who need to brush up their sixth form work. It is pleasantly presented with clear diagrams and plates.

Chemistry and Pollution. Edited by F. R. Benn and C. A. McAuliffe. Macmillan £8.95. 333 13888 0.

The contributors to this book, who are from universities or research organisations, were asked to provide the chemical background to various aspects of pollution and, if possible, to restrict the standard to A level. The volume consists of six such contributions in 154 pages including bibliographies and appendices, tables, drawings and figures. Not

withstanding the eminence of some of the authors, this is an expensive book and, since the editors aim it at the environmental chemistry courses burgeoning in our colleges, I presume that it was intended to have a more substantial readership than its price will allow.

The chapter which stands out as particularly well-presented is that on domestic refuse by Dr Porteous of the Open University who has done well to review the subject so comprehensively in 23 pages. Also remarkable for conciseness of presentation is the chapter on waste waters by C. S. Eden of the Water Research Centre who includes a substantial section on industrial effluents. It is here that radioactive wastes are touched upon though they receive no attention elsewhere. The editors tackle the subject of pesticides and, though this chapter unfortunately lacks headings, it is well-favoured with informative structural formulae.

Dr Nicholas, in dealing with detergents, shows that there is considerably more, both chemically and ecologically, to these compounds than many people suspect. Professor Scott, well-known for his work on photodegrading polymers, includes some of the most fascinating chemistry in the book in his chapter. After a brief discussion of the use of pesticides and the structure of polymers, he deals at length with their photochemistry. It must be noted that this chapter contains much material which is not self-explanatory and well above the A-level standard set in the preface.

Dr Perry and Dr Slater devote much of their chapter on air pollution to vehicle emissions. The editors' desire to bring this type of work to a wider public is admirable and this book gives an interesting new slant on the current ecological preoccupations, although the book suffers from some inconsistency and a lack of space. There is little coordination of units and some graphs lack adequate labelling, units or quantification.

Experiments in Applied Chemistry. By P. Tooley. Murray £1.40. 0 7195 26523.

This is a varied and interesting set of over 180 practicals covering a wide range of chemistry from the biochemical to the petrochemical with relatively simple apparatus. The author intends these to accompany his Chemistry in Industry series, though this volume is self-contained, if somewhat of a recipe-book without detailed chemical description. The author does not specify the level at which it is aimed, but it is a considerable range of difficulty and obvious scope for adaptation.

Experiments in Applied Chemistry. By P. Tooley. Murray £1.40. 0 7195 26523.

Some of the reagents and solvents used were need specific warnings concerning their toxicity, for example two-methylphenylamine (o-toluidine, currently achieving publicity). Nonetheless, this is a work of enthusiasm with a strong industrial influence which is a considerable recommendation to the practicals and is good value.

PERIODIC TABLE PLUS

Modern Inorganic Chemistry: An Intermediate Text. By C. Chambers and A. K. Holliday. Butterworths £3.75. 0 408 7066 3.

The authors claim that this book is intended to replace *Inorganic Chemistry* by Wood and Holliday, and it is interesting to compare the two.

The page size and format are similar though the text of *Modern Inorganic Chemistry* runs to 445 pages compared to 410 in the third edition of Wood and Holliday. The most obvious changes are expansion of the first two chapters—'The Periodic Table' and 'Structure and Bonding'—and the welcome addition

of two new chapters, 'Energetics' and 'Acids and Bases', and oxidation and reduction. The rest of the book, like its predecessor, is divided into chapters concerned with elements in various sections of the periodic table, though minor changes in the grouping have been introduced. Each chapter concludes with a number of useful questions selected from A level examinations and from Liverpool University BSC Part I examinations.

In general, SI units have been used, though neither the axes of graphs nor the headings of tables follow the modern practice of using the physical quantity divided by the unit. The symbol M for solution concentration has also been retained.

Each section starts with simple

examples, then concentrates mainly on calculations arising from laboratory situations. There is a wide variety of types of questions, excepting multiple choice, which do not appear at all. The experimental basis of many of the calculations means that the book will be very useful to illustrate topics such as structure, kinetics and equilibria.

In general the setting out of questions is very clear, though one of the several graphs is difficult to decipher. An occasional question requires turning to and fro between two successive pages; this fault also appears with the question tables.

For a small number of examples separate data books are required. 'Weight' is almost invariably used instead of 'mass', but apart from this terminology and units are up to date. Answers are not included, but can be obtained from the publishers.

An Introduction to Chemical Techniques. By Peter Tooley. Murray 90p. 0 7195 2651 5.

Dr Tooley has written this text as a precursor to his *Experiments in Applied Chemistry* and it is intended to be especially useful to those starting organic chemistry for the first time so the techniques refer primarily to the basic operations of a subject. There are eight sections in 60 large format pages including work with the centrifuge and chromatography. The apparatus is simple and standard, in the main, with a fair amount of home-made apparatus. The chromatography section being full of useful practical information on simple gel filtration, electrophoresis and allied methods. Each chapter is divided into a descriptive part and another with detailed practical instruction. The diagrams are clear and the text lucid with a systematic nomenclature and 'dictionary' of common names.

Some of the reagents and solvents used were need specific warnings concerning their toxicity, for example two-methylphenylamine (o-toluidine, currently achieving publicity). Nonetheless, this is a work of enthusiasm with a strong industrial influence which is a considerable recommendation to the practicals and is good value.

MASS AND ENERGY

New Calculations in Physical Chemistry for Advanced Level. By D. G. Davies. Bell £1.85. 0 7135 1934 7.

This book of questions gives good coverage of the topics in advanced level syllabuses ranging from atomic and molecular masses to lattice energy, free energy and redox potentials.

Each section starts with simple examples, then concentrates mainly on calculations arising from laboratory situations. There is a wide variety of types of questions, excepting multiple choice, which do not appear at all. The experimental basis of many of the calculations means that the book will be very useful to illustrate topics such as structure, kinetics and equilibria.

In general the setting out of questions is very clear, though one of the several graphs is difficult to decipher.

D. B. Spiers

ELEMENTS AND COMPOUNDS

T. H. Price

Chemistry: An Integrated Approach. By R. S. Lowrie and H. J. C. Ferguson. Wheaton £2.95. 0 08 01724 X.

Sometimes in the near future textbook publishers may have to consider more seriously how much each individual student, or those acting for him, can be expected to spend on books. The thought is provoked by the assumption of the authors of this A level text that they are justified in excluding factual information on the ground that there are plenty of reference books available to the reader. This may well be, but they have to be available in sufficient number, which increases the cost.

Words have different meanings in different contexts. The 'integrated approach' adopted here signifies concentration on fundamentals of structure and coordination of relationships. So it is not surprising to find that the initial sections deal with periodicity and simple concepts of atomic structure. Subsequent sections are focused on the importance of structure so there is a logical progression through the details of radioactivity to explanations in terms of energy levels and bond formation. Structure determination by X-ray analysis is precisely presented with some interesting sidelights on modern developments. All of this is a fundamental preliminary to two sections, one dealing with

the structure of elements, the other of compounds.

Whilst the latter section has necessarily to be limited to consideration of typical examples, the former is, within the context of the periodic groupings, comprehensively treated. A brief study of molecular behaviour, kinetic theory and enthalpy complete those sections which are considered to be basic to the book as a whole.

The concept of free energy is applied to a study of the methods of extraction of metals from their ores and in turn the main groups of the periodic table are surveyed in all aspects to reveal salient features of constituent elements and their compounds. The importance of the boron, carbon, silicon relationship is recognised in a separate chapter, after which carbon and its compounds claim attention in an extensive section from alkanes to nucleic acids.

Although the main purpose is to highlight principles affecting structure and reactions, the relationship between theoretical aspects and practical applications is maintained by references to production methods and uses.

Each section carries an ample supply of questions to be used with a separate handbook with answers. Not only is IUPAC nomenclature used but there is an appendix linking old and new names, a very considerable asset. For those who can afford the supplementary texts, this is a valuable book.

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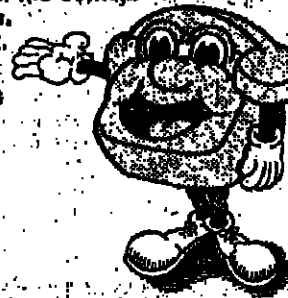
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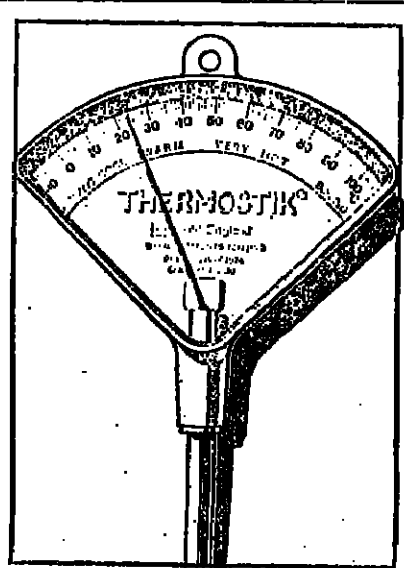
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An important addition to the classical scholar's library has just been published. Cambridge University Press have brought out Volume Four of Professor W. K. C. Guthrie's history of Greek philosophy, *Plato: The Man and his Dialogues, Earlier Period* (£12.00, 0 521 20062 4). Dealing exclusively with Plato, Professor Guthrie here offers a general introduction to his life and writings up to, and including, the Republic. His account is presented with admirable directness and is organized on the basis of dialogues rather than topics.

Among this week's contributors:

Rileon Barker is a lecturer in sociology at the London School of Economics.
Juri Gabriel is the author of *Thinking about Television*.
Rosemary Baxill has recently edited Emily Brontë's poems.
Betty Kemp is a lecturer in modern history at St Hugh's College, Oxford.
Nicolas Walter is editor of *The New Humanist*.

30 Resources



From left to right: the LO7-294 microscope, Olympus model ST3 from Griffin and George; the Osmiroid Thermotek thermometer; Multi-pour beakers and Tri-pour beakers from Arnold R. Horwell Ltd and Solar Energy Study Equipment supplied by Irwin Desman Ltd. On page 31 a Thor electromagnetic balance.



Beakers, solar panels and economy-sized frogs

R. W. Fairbrother on physics equipment

Here is a selection of some of the apparatus at the AGM of the Association for Science Education in Oxford last week. It is presented roughly in order of increasing price. All prices are exclusive of VAT which is normally charged at 8 per cent, but the would-be buyer should check whether a VAT refund can be claimed.

In many cases the cheapest apparatus at the AGM of the Association for Science Education in Oxford last week. It is presented roughly in order of increasing price. All prices are exclusive of VAT which is normally charged at 8 per cent, but the would-be buyer should check whether a VAT refund can be claimed.

Also from Osmiroid are unbreakable mirrors made of silvered plastic. These will become scratched eventually but nevertheless they are good value for money, twenty-five flat mirrors (8801) each 87mm x 62mm cost £2.75; they are silvered on both sides and are sufficiently flexible to bend into cylindrical mirrors. Ten convex/concave mirrors (8802) also silvered on both sides—cost £2.65. These have a focal length of about 40mm.

For most laboratory purposes (except heating over a Bunsen burner) the plastic multi-pour beakers sold by A. R. Horwell are entirely satisfactory. They are calibrated to an accuracy of 1.5 per cent and can withstand temperatures up to 120°C. A carton of 250ml beakers costs £3.45 per 100, 1,000ml beakers cost £5 for 25.

Philip Harris have some good ideas for example electronic cut-outs in their power supplies which increase the initial price but reduce subsequent wear and tear. They have produced Periodic Charts (C1533) at £2.50 for a pad of 100 A4 sheets. These are two-coloured and have multiples of rela-

tive atomic and molecular masses printed on the reverse. Also available are Molepacks—six sealed, labelled and re-usable plastic containers each holding enough chemical to make 500cm³ of molar solution. The price varies with the chemical but examples are 52840/10 sodium chloride for £1.32; 52498/10 lead (II) nitrate for £2.42; 52745/10 potassium iodide for £5.14.

Philip Harris have also produced a tensile test apparatus (P10106) for £17.45, but a better buy is an almost identical apparatus from Griffin and George, the L24-310 tensile test on wires apparatus at £12.30. This is not only cheaper but rather better designed. Both use a lever pivoted off-centre with a spring balance applying the force on the long arm of the lever and the wire under test attached to the short arm.

Both these firms also sell electronic digital timers, and this time Philip Harris come out best, selling their P10253 digitimer for £48; Griffin and George's S38.128 digital centisecond timer is priced at £9.50. The timers use light-emitting diodes to display the time which lapses between switching on and switching off. Switching can be done manually by breaking a circuit or electrically using phototransistors. It is possible to make the circuit start and stop timing, as well as to break the circuit. The Philip Harris model has a three-digit display which can be switched to count 0.01, 0.1 or one second pulses. The Griffin model has a four-digit display which can count either 0.01 or one second pulses. The four-digit display enables counting to continue for ten times as long as the three-digit model working on the same range.

Griffin and George exhibited both new apparatus and redesigned versions of existing apparatus. For chemistry teachers who like to make their own atomic models with polystyrene spheres an atomic model (Jig S33-338) is available which enables spheres of 19, 25 and 38mm diameter. The Hall Probe (L83.776) has been redesigned and incorporates the potentiometer in the handle. It costs £20.

At £39 the L83.730 parallel wire

current balance is an improved version of the current balance which used to stand on two razor blades. It now has a torsion-wire support and incorporates its own light source and screen so that a shadow is easily seen for balancing purposes. A rider slides over a graduated scale so that the balancing force can be easily determined. One of the parallel wires is removable so that the balance can be used inside a wide solenoid.

Griffin and George also sell an electronic galvanometer (84.270) for £44, but a very similar instrument serving an identical purpose is the ED10 Electronic Detector from WPA selling for £39. Both instruments will serve as a high impedance (M Ω /V) voltmeter measuring 1mV and 10mV FSD, also as a microammeter measuring 1 μ A and 10 μ A FSD and as a charge-meter measuring 1 μ C FSD.

The Ullab stand showed a simplified electrometer and DC amplifier (1003.814) at £15, very good value although it has only one charge range (10⁻⁸C) and two current ranges (10⁻¹¹A and 10⁻¹⁰A). The amplifier can be switched to feed either a 1mA meter or a 100 μ A meter and has connections for an external 0V to 0V battery.

The same firm also have a Joule-meter and Wattmeter (082.604) at £34 with an extra £1.60 each for a 10A shunt (089.101) for the 100V/100W range, and a 1A shunt (089.102) for the 10mV/10mW range. The instrument will operate over a range of input voltages up to 20V ac and dc. The energy is recorded on a three-digit electro-mechanical relay, and the power can be monitored by plugging in a 1mA FSD meter.

Griffin and George had an interesting exhibit which shows that a large electric current can be obtained from the thermo-electric effect provided the resistance in the circuit is small enough. The TB130 thermo-couple magnetism apparatus uses very thick nickel-coated copper thermocouples which, when heated with a Bunsen flame, produce enough current to magnetise two iron blocks so that a force of several newtons is required to pull them apart. The price is £13.70. At four times the price (£54) the

same firm were showing an entirely new Life Experimental Solar Panel designed to investigate the effects of solar heating. A heat-pipe behind a glass screen conducts heat to a reservoir of water. Different absorbers can be clipped to the heat pipe and the special glass provided can be replaced by ordinary window glass or plastic to investigate the effect of changing various parameters.

An apparatus to perform a similar function is provided by Irwin. It is the Solar Energy Study Equipment which uses water in a blackened tube instead of a heat-pipe. The cost is £93, but with it comes a handbook and 20 copies of either a handbook, an intermediate course or an advanced course.

Finally, at the more expensive end of the market several electronic balances were on show. The lack of openings in the arms are likely to keep the price of the balances fairly constant even if they don't come down. On the other hand, the large amount of precision engineering in the familiar semi-automatic top-pan balances already used in many schools is likely to put up the prices of these latter balances.

The cheapest of the electronic balances on show was the Gravimetric balance provided by A. M. Lock at £420. This can be obtained either as the model 3000 with a capacity of 2000g (x0.1g) or as the model 300 which has a capacity of 200g (x0.01g). The Thor balance provided by Sartorius has a 30 per cent educational discount which brings its normal price of £640 down to £448. Both balances have a rare facility available at the touch of a button.

A. R. Horwell, 2 Grangeway, Kilburn High Road, N19 2BP.

Ideas for Education, 87a Trowbridge Road, Bradford on Avon, Wiltshire, BA15 1BE.

Irwin-Desman Ltd, 294 Purley Way, Croydon, CR9 4QL.

A. M. Lock & Co Ltd, Neville Street, Middleton Road, Oldham, OL9 6LF.

L. Oertling Ltd, Crop Valley Works, Orpington, Kent, BR5 2HA.

Osmiroid Educational Works, Gosport, Hampshire.

R. S. Components, PO Box 427, 13-17 Epworth Street, EC2P 2EA.

Sartorius, Scientific Instruments Centre, 1 Lock Street, London, WC1 9JZ.

Unilab, Science Teaching Equipment, Clarendon Road, Blackburn, BB1 9TA.

WPA Ltd, Shire Hill, Suffolk Way, den, Essex.

John A. Barker on biology equipment and materials

Items of interest to biology teachers ranged from a total, new equipment for microbiology, to school microscopes.

There were several varieties of low power stereo binocular models of microscopes. Philip Harris showed their new long arm type (B4400/20) with a built-in illumination eyepieces and a range of paired objectives. W. R. Fryer have developed a simplified version of their well known Stereomaster type. This model (Stereomaster 250) uses the same optical system on a simple stand. Their standard illuminator unit can be used with it.

Fryer Ltd exhibited the Swift M208 available with a range of eyepieces and objectives. This model, again on a stand, rather than an arm, starts at a competitive price, £49.50. Griffin and George had some new additions in the Olympus series, including the Olympus Phase Contrast Kit (L77-386) which is suitable for converting the HSC and KI Olympus microscopes to phase.

THD was demonstrating a new and versatile projector, the Halight 300 which projects slides and filmstrips, and can be used, with an attachment, to react microfilm. For a biologist a suitable cell can be quickly put in place to show living organisms such as Daphnia and Hydra.

A new species of frog appeared, Xenopus borealis from Xenopus Ltd. This Kenyan clawed frog is a smaller form than the well known Xenopus laevis and promises to be as suitable for work on development.

Griffin and George Ltd exhibited a number of new items. An oxygen meter (LOS-020) which is light, compact, and as £50.50 very competitive.

Continued on next page



Moving parts, rotary and random

In the second of two articles on transparency-making, JOHN LEWIS discusses animation

The sources of suitable transparencies are numerous, ranging from the teacher's hand-drawn, home-produced slide to those multi-coloured productions which come in special flip books with an associated script from professional AV suppliers.

If the content or approach of the latter are not completely suitable, schools can equip themselves from a wide range of pens, rulers, lettering, coloured film, copiers and so on, whilst enable staff to produce high quality transparencies. Incidentally, while normal typescript letters look good, they do not show up well when projected, and this can be a lot of preparation time.

Two relatively new developments

in the DeLaybursell market enable the user to make animated transparencies with the minimum of fuss. The process is simply to attach special film onto a standard, prepared transparency. When projected using a suitable attachment, the film simulates rotary or linear motion or even random movement.

The two systems available, while achieving similar results, use different basic principles. The Technamotion system uses polarised light while the Penamotion system is based on Moiré fringes. Both firms produce a range of self-adhesive sheets which contain the various motions.

The Penamotion method uses different sheets for vertical and horizontal linear motions whilst Technamotion has either fast or slow linear motion. Technamotion also produces

two multination sheets which are ideal for experimenting with the method.

To enable the movement to be seen the projector has to be fitted with a suitable attachment. For the Technamotion method a circular polarised filter is fitted onto the projector just below the lens head. This can be rotated either by hand or by a motor. The Penamotion method is fitted to be under the projector just below the lens head. There are manual and motorised versions. Prices for these attachments are not comparable.

Penamotion and £42.50 for the electrically operated version. Both prices include a sample kit containing examples of all the Penamotion sheets.

Technamotion charge about £3.00 for its hand operated and £40 for motorised type. A single sheet of Technamotion material costs £1.50 with a special trial pack including a small spinner and cutting knife available at £4.50. Penamotion charge £2.40 for six sheets of their material, available in six colours. Suitable coloured film or pens may be used to colour the Technamotion attachments.

In practice it is likely that teachers will want to use a mix of animated and non-animated transparencies, so one must also consider the ease with which the attachments can be removed to allow normal transparencies to be shown. The hand-operated Penamotion

Continued on next page

31 Resources

Universal perspective

by Frank Anstis

The United Kingdom From Space. Set UK-A. A Space Frontiers Slide Set. Space Frontiers Ltd, 30, 5th Avenue, Huddersfield, Hants. £2.85p.

Recent advances in photography of the earth's surface from spacecraft have attracted the attention of research workers in several fields, and it is apparent that an important and powerful new tool is ready for development. Both the photographic techniques used in this work and the applications which follow from it are of interest to school science classes.

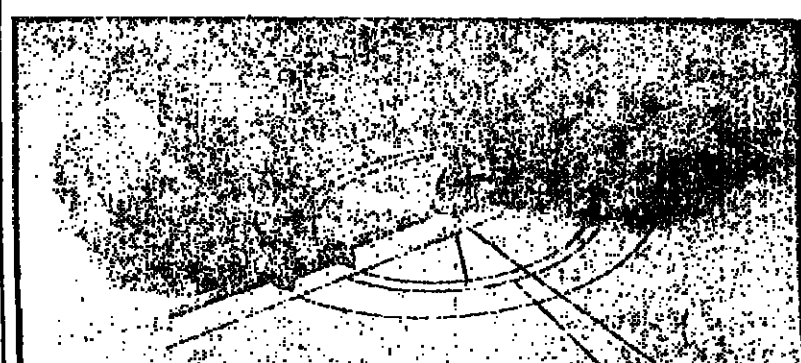
Apart from its military applications there are obvious advantages to be gained from high altitude photography for activities as widely diverse as map-making, weather forecasting and the location of mineral deposits. These, and other non-military uses, are explained in the notes accompanying the set of 12 superb colour slides prepared from photographs which were taken from satellites of the Nimbus and Landsat programmes and are now packaged as Slide Set UK-A.

Earlier photographs taken from the Mercury, Gemini and Apollo were of less interest to students in Europe because the orbits of these craft did not take them far enough from the equator to photograph northern Europe. This set of slides amply compensates earlier disappointments by providing views of the British Isles and northern Europe which were taken using a variety of methods and illustrating several methods of analysing the results.

The slides provide a splendid introduction to the usefulness of remote sensing of the earth's resources and could be taken either as the basis for a useful sixth-form lesson or as material for an interesting science society talk at a lower level in the school.

Apart from the need for a careful preliminary study of the slides to locate some of the more obscure features, the package is self-explanatory and ready for use. Other slide sets in the same series offer photographs taken by Skylab, Viking, Mariner and the Pioneer—all at the same price.

Classroom disarmament



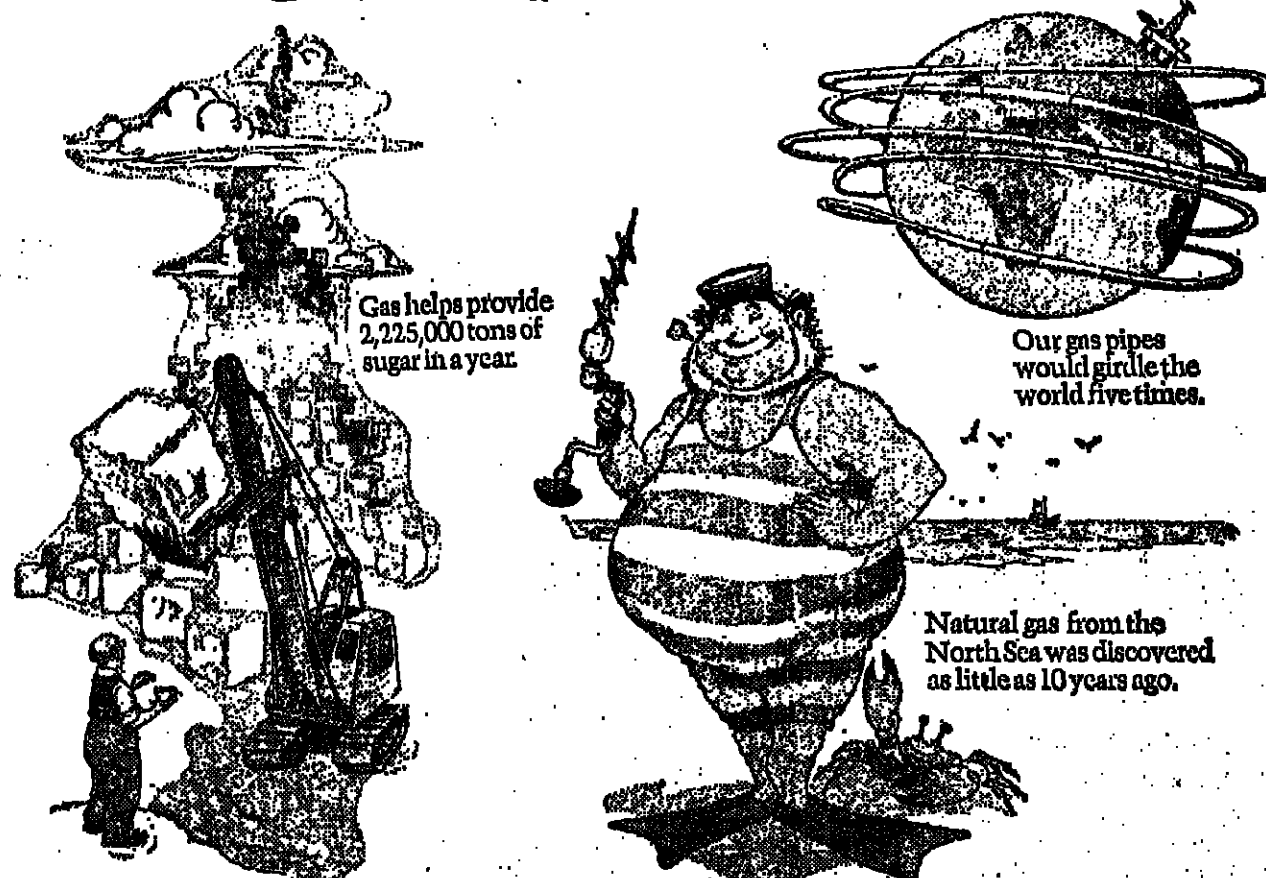
Compasses, as all the world knows, are for carving names on desks, providing the softer anatomy of friends and enemies, and gouging holes in notice boards.

Trilman of Tamworth are putting a stop to that. They have produced a compass in the shape of a small ruler, with a sliding pointer in the centre. This is adjusted and screwed down to any radius between 1.2cm and 11cm (1/4 to 4 1/4 in). A finger is placed on a transparent rotating disc, the tip of a pencil in a hole in the pointer, and the compass rotates flat on the paper.

The compass also features small, eraser markings at one end, but these are not clear or detailed enough to replace the real thing. The makers claim that the safety compass should last longer than the old-fashioned type, although as it is plastic it would seem easy to snap.

Woolworths and Boots stock the Trilman compass at 50p or they can be bought more cheaply in bulk direct from: Trilman Ltd, Silica Road, Annington Industrial Estate, Tamworth, Staffs B77 4DT.

Some things your pupils may not know...



And some things you may like to know...

British Gas has produced 'North Sea Heritage', a teachers' handbook setting out the history, geology and production methods of natural gas.

British Gas can provide you with many other teaching aids, including booklets, films and posters.

Fill in and post the coupon below and we'll send you a brochure listing our full range of teaching materials together with an order form.

The Education Liaison Office, British Gas Corporation, Room 326 High Holborn, London WC1V 7PL

Name

Address

School

Position

BRITISH GAS
Our Vital Industry

Classified Advertisements

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Nursery Education

Headships

WALTHAM FOREST
(London Borough of Waltham Forest)
Headship of a Nursery School, 170 on roll.
Salary £2,310 per annum plus 10% pension.
Applicants should send curriculum vitae and three references to the Headmaster, Waltham Forest Nursery School, 170 on roll.
Closing date: 30th January 1978.

Other Appointments

HERTFORDSHIRE

HILLSHOTT INFANT SCHOOL
(Group 4)
Nursery School, 170 on roll.
Salary £2,310 per annum plus 10% pension.
Applicants should send curriculum vitae and three references to the Headmaster, Hillsrott Infant School, 170 on roll.
Closing date: 30th January 1978.

Primary Education

Headships

BARNET
(London Borough of Barnet)
Headship of a Primary School, 170 on roll.
Salary £2,310 per annum plus 10% pension.
Applicants should send curriculum vitae and three references to the Headmaster, Barnet Primary School, 170 on roll.
Closing date: 30th January 1978.

OXFORDSHIRE
Head Teachers
Bodicote Grange County Primary School, Banbury
Group 5 - 300 places
Required for April or September, 1978. The school is due to open September, 1978.

St. Kenelm's C.E. Primary School
(Controlled), Minster Lovell
Group 4 - 160 pupils
Required for April, 1978. Minster Lovell is a pleasant village between Witney and Burford.

REDFORDSHIRE
Head Teachers
Redford Primary School, Redford
Group 4 - 160 pupils
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For teaching posts in Inner London
see pages 58 and 59



SOMERLEYTON C.P. SCHOOL (No. on roll 69; 5-11)
Headmaster, Mr. D. Prithard
Required for April, 1978, an
ASSISTANT TEACHER (Scale 1)
for Lower Juniors. Ability to teach games an advantage. Applicants should indicate any special areas of teaching interest.
Application forms available from the Headmaster, Somerleyton C.P. School, Somerleyton, Lowestoft, to whom they should be returned by January 31, 1978.

Derbyshire headships
Applications are invited from suitably qualified primary teachers for the Headship of the following schools
Walton Holymoorside Primary School
(Near Chesterfield)
251 Pupils GROUP 5
Derby Ashgate Nursery School
40 Places GROUP 1
Derby Whitecross Nursery School
40 Places GROUP 1
Closing dates for above schools 20th January 1978
Application forms and particulars for the above posts (a.s. enclosed) are available from the Director of Education, County Offices, Matlock, Derbyshire DE4 8BQ

PRIMARY Headships continued

HAMPSHIRE
GOSPORT-VANEM AREA
GOSPORT BOYDERS COUNTY JUNIOR SCHOOL
HEAD TEACHER
Applications for the post of Head Teacher for the above school should be sent to the Headmaster, Gosport Boys County Junior School, Gosport, Hants. RG9 1AX.
Closing date 30th January.

HAMPSHIRE
SOUTH-EAST AREA
PRIMARY HEADSHIPS
Applications are invited for the post of Head Teacher for the following schools:
WATTON, ST. MARK'S C.P. SCHOOL
151 on roll, Group 4.
HAMPSHIRE COUNTY JUNIOR SCHOOL
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HAMPSHIRE COUNTY JUNIOR SCHOOL
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CLANFIELD, PETERBOROUGH COUNTY JUNIOR SCHOOL
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EXTRA

TRAVEL: LEISURE, ADVENTURE, STUDY

BLAZING THE TRAIL

Travellers on these expeditions learn about themselves writes Harold Dennis-Jones

A fortnight's camping tour in North Africa for £64 (food extra), a 72-day overland run to Karamuru for £150 (£1,150 with top-class hotels), 10 weeks by bus through South America for £460 (week extra), or 10 weeks crossing the Sahara and East Africa from Algiers to Nairobi for £520 and upwards, including meals. Or six to 11 months cruising all round the Atlantic for £2,000 to £4,000. These are just a few of the "camping tours" on offer for 1976.

In the early days — up to three or four years ago — camping tours, as the trade still somewhat misleadingly calls them, had a reputation as being cheap and sometimes a little out of the way. But now they are no longer a novelty. They are a well-established part of the holiday scene, and many customers are now reasonably sure of picking a firm whose trips are as entertaining as they are educational.

Five years ago an organization called Trail Finders was established to act as public consultants, to make bookings with firms they judged efficient and reliable, to give detailed advice to people planning their own expeditions, and to act as a round-the-world trip. But

How can today's customers be reasonably certain of booking with a firm that is not likely to be out of business before the holiday is completed? How can they make reasonably sure of picking a firm whose trips are as entertaining as they are educational?

Continued on page 38

WESTWARDS TO BAYEUX

Adeline Hartcup found Normandy ideal for a short break in midsummer

The twin evils of the plunging pound and prohibitive petrol prices kept many English travellers away from France last year. Shall we ever again afford those enjoyable wanderings, by car or on foot, through lush countryside, falling in at gracious chateaux and medieval villages, to land up in the evening at some fragrant *gîte de vacances* in a countryside auberge or small-town hotel?

A four-day midsummer break last year convinced us that the byways of *la douce France* are just as enjoyable as ever, and not much more expensive than our rolling English roads. It is well worth economizing by sharing a roomy bedroom, which will cost about £4 between three or four people. And we cut down our mileage by taking the Normandy Car Ferry from Southampton to Le Havre, spending the first and last nights quite comfortably en route.

Landing at Le Havre at about seven in the morning, we drove off in the direction of Rouen, and crossed the Seine over the impressive Tancarville suspension bridge. We had all explored the Seine valley already, so we decided this time to go westwards along the coast towards Bayeux.

That first "French breakfast" was a great occasion. We stopped at a café in an unassuming little village, where Madame suggested we should walk over to the baker's for croissants or brioches while she got coffee, butter and jam ready. When we left the café we felt that we had known the village for years, and that it was at least a week since we had landed in Normandy.

Half-hour drive along lanes that could have been in Dorset brought us to the old harbour at Honfleur, with its crowded jumble of slate and timber houses, fishing-smacks and yachts. This would be a splendid holiday base, with plenty to do and see, endless sand, shingle and rocky beaches to choose from, and unpretentious and excellent little restaurants where it is a pleasure to join French holiday-makers setting down to the serious business of enjoying local seafood and Norman cooking.

Honfleur is historic as well as picturesque. It fell to Edward III in 1346, and was ours for 41 years then, and again from 1418 to 1449. During the sixteenth and seventeenth centuries it was a spring-board for various eminent navigators and explorers, and the narrow streets between the Vieux Bassin and the lighthouse seem to have changed very little since their day. There are plenty of attractive little hotels and we also liked the idea of several farms — both sophisticated and simple — in the nearby countryside, which offer rooms and meals in true Norman tradition.

Caen was almost entirely wiped out in the Second World War, but miraculously its two magnificent Romanesque churches, the Abbaye aux Dames and the Abbaye aux Hommes, as well as William the Conqueror's ruined castle, still survive. The town, though rebuilt in full of life, and non-motorists will find it a useful bus centre, linking up with the Southampton boat at Le Havre.

Bayeux, 17 miles to the west, escaped war damage, and is a delightful place. The cathedral is one of the finest examples of Norman Gothic, and alongside, in the eighteenth-century Bishop's Palace, the famous Bayeux Tapestry is splendidly displayed and presented. It isn't a tapestry at all, of course — the French call it *la Telle* — but a brilliant mixture of early journalism and strip-cartoon.

The old streets of Bayeux are good to wander in, with alleys leading to quiet courtyards, many stone and half-timbered houses, and others with carved wooden flutings and corbels. Once the capital of the "Normandie", Bayeux was the first town in France to be liberated in June 1944. Still full of bustle and trade, it has a crowded and well-stocked shops and an unforgettable fish market.

With Bayeux as a base, there is the whole of the Cherbourg peninsula to explore, from the northern tip down to Mont St Michel in the south-west. A few miles from Bayeux is Bailleul, a French version of Burford, with a stately street of seventeenth-century stone houses.

Continued on page 41



The quiet countryside of Normandy. A farmhouse on the river Yerre.

Yes, as the leader of a party of 15 or more fare-paying passengers you travel completely free. Which is something to think about. Your students can get substantial fare reductions too! Up to 40% off for 10 or more travelling together — see these and other facilities below.

40% off for parties of 10 or more full-time students and under 21's.

30% off the normal return fare for everyone in a party of 25 or more: 20% off for 10 or more.

30% off the return fare too, for undergraduates travelling to a holiday course at a French University, subject to certain conditions.

Inter-rail Card: if you are under 21, £55.00* will buy you a month's unlimited travel in 15 countries.

Budget Holidays in Paris and the French Riviera. Ask for details of these "all-in" holidays, run in conjunction with French Railways.

Don't forget, midweek travel means extra comfort. *Price correct at time of printing.

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PRIMARY

Scale 2 Posts continued

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Applications for posts in the following schools should be sent to the Director of Education, Newham, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

REDBRIDGE
(London Borough of) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
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ROTHESHAM

(Metropolitan Borough of) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Rotherham, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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WEST SUSSEX

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, West Sussex, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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BUCKINGHAMSHIRE

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Buckinghamshire, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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EAST SUSSEX

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NORTH YORKSHIRE

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, North Yorkshire, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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NOTTINGHAM

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Nottingham, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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POWYS

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Powys, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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SWALE DIVISION

(County Council) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Swale Division, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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REDBRIDGE

(London Borough of) Education Department, 100, Abchurch Lane, London E.C. 4N 3AB. (01) 250 1000.
Applications for posts in the following schools should be sent to the Director of Education, Redbridge, 100, Abchurch Lane, London E.C. 4N 3AB, by 15th January 1976.

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Continued from page 37

and—of course—to make a living for the three young ex-Army officers who founded the firm.
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Gooley, one of Trail Finders' founders, told me. "We should like to help them get lost in publicity. But it could be too dangerous for them. Camping tour operators have had to cope with incredible odds. Two wars between India and Pakistan have disrupted the route to Katmandu. Two Israeli-Arab wars have unsettled the whole Near East. President Amin and others have made life difficult for us in East Africa. We're having the same problems with petrol and diesel supplies and prices as the rest of the world. It isn't surprising that even well-run firms have been driven out of business."

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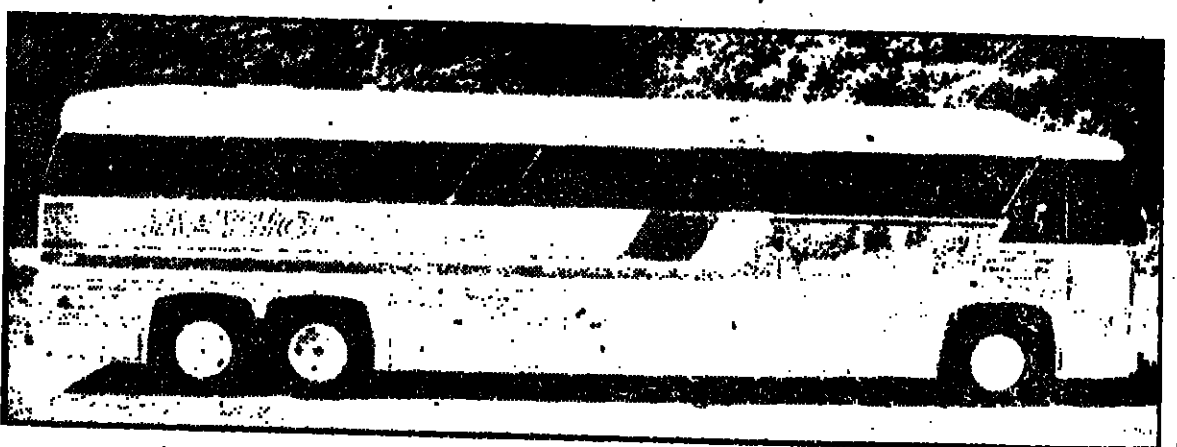
One other product of Trail Finders' researches is available to the public in the form of handbooks planning trips to India, Africa, South East Asia, South America, and elsewhere. Costing from £2.45 they provide all necessary information about every aspect of travel: visas and frontier smags, medical requirements, clothing and equipment, vehicle types if you are driving, and so on, together with detailed information about virtually every mile of the routes.

Finally, enterprising schools and youth groups are provided for both by Trail Finders and by one of the companies they recommend, CCT. They will design and cost specialised trips almost anywhere for even relatively small parties.

Trail Finders' address is 46-48 Earle Court Road, London W8 6EJ, and their telephone (01-937 9631).

DETOUR TO NEW ORLEANS

Seeing America by Greyhound bus. By Mary MacLure



Greyhound Bus may not be the ideal way to travel 12,000 miles across North America and, given the choice I admit, a Greyhound aeroplane might be preferable. However, when I planned a grand tour last summer the bus proved by far the cheapest and most practical way to travel. The two major companies, Greyhound and Continental Trailways, both offer flat-rate tickets giving unlimited travel for one or two months (£175 (£87.05) and £250 (£124.40) respectively). This is the best deal for anyone intending to travel long distances. If you travel more than about 3,500 miles in one month or 5,000 miles in two you will save buying a flat-rate ticket.

We chose the Greyhound America pass rather than Trailways' Eagle Pass because Greyhound has more extensive routes, particularly in the West, and Trailways does not operate in Canada. In fact, as we later discovered, the America pass can be used on Trailways buses to exactly where you want to go. We had no reservations served by Greyhound simply by having the ticket stamped at a Greyhound office before the journey. This is quite an important advantage which seems to be kept a closely guarded secret.

The America pass gives you a book of blank tickets which must be filled in and stamped at the ticket office, before boarding the bus. Refills are available and it is something of a challenge to see how many books you can get through. The America pass gives you enormous freedom in planning your journey. We had basic plans but made many detours and stops. Arriving in Nashville Tennessee late at night we discovered that the next bus to Memphis, our intended destination, was not for another five hours so we took the first bus out of the station. It happened to be bound for New Orleans and it was a very worthwhile detour. Many people miss New Orleans because it is not on the main east-west routes but it is a fascinating and attractive city, quite different from any other in the country.

In addition to unlimited transport on Greyhound, the America pass can be used on many other smaller airlines New America and on the Voyageur buses in Canada. It entitles the holder to a 20 per cent reduction on some organized sightseeing tours and gives a small reduction on meals and rooms in designated restaurants and hotels.

The idea of spending two months jumping on and off buses may hardly seem appealing. Admittedly the Simon and Garfunkel image of looking for America like this wears a bit thin but it really is not that bad. The buses are air-conditioned and have quite comfortable reclining seats with ample legroom. Smoking is restricted to a few seats at the very back of the coach and there is a chemical toilet, euphemistically referred to as "the rest room". The crutches travel smoothly and fast along the best roads so that an experienced driver in his own car. By and large the buses are frequent and connections between large cities are good. The bus stations are always in the centre of a town.

There are disadvantages. You have none of the freedom which a car would give you and the buses will not necessarily take you exactly where you want to go. We were keen to spend a few days walking and camping in the Rocky Mountain National Park, but the nearest any bus went was still a good 30 miles away.

From there we had to walk and hitch-hike, which was a painfully slow process made more miserable by freezing temperatures and pouring rain and snow. To reach the Grand Canyon you must take a special tour bus for which you pay \$15 since Greyhound only serves away. Since Arizona, about 70 miles from our own car (or two, or three) the whole country is thoroughly oriented towards this way of life. Most of the towns are several miles outside areas, so the town centres are empty and deserted. Hitch-hiking is illegal on the main roads and is banned in some states altogether.

The actual journey can be very long and tedious, particularly when the bus stops at every small town along the way or when you have to sit and watch numerous objections from the luggage racks, clambering about. The buses make special meal stops but not always at the best cafes or at reasonable times of day. It was never very pleasant to be woken up at 5.30 a.m. and told cheerfully that this was the breakfast stop. On the whole we avoided really long, uninterrupted journeys

and travelled mainly at night when the buses were less crowded.

We were operating on a minimal budget of \$10 a day for the two of us, so finding cheap lodgings was a problem. Frequently we slept on the bus but wherever possible we camped. In the National Parks there are special designated camp sites costing \$2 or \$3 a night but in camps anywhere else you must obtain special "back country permits" from the park headquarters. These entitle you to spend particular nights in spots also. The number of campers is strictly limited and it is often necessary to book a place several weeks in advance. There are numerous minor rules and regulations and the National Parks are not really the place for serious hikers and campers but rather for tourists who arrive by car to drive around and admire the scenery. The campsites are not always within walking distance of one another and everything becomes frustrating and troublesome if you have no frame of your own.

The cheapest nights cost between \$10 and \$15 a night but there are usually other possibilities, notably an abundant supply of YMCA and YWCA hostels (which we never stayed in). We discovered one youth hostel in Denver, Colorado and there are many others, particularly in the north east. We stayed there for \$2.50 each and found it quite different from the usual spick and span, regimented hostels in England, being small and informal and run in a thoroughly haphazard fashion.

Some of our best times were spent visiting friends in various parts of the country. The luxury of having a bath and washing one's clothes after several weeks of travelling was very welcome. We were met with warm, generous hospitality everywhere. While hitch-hiking in Colorado we met a group of students who invited us back to a lunch with them. The afternoon showing us around the area and, in the evening, drove us to the nearest bus station loaded with food and drink for our journey.

Inevitably we tried to do too much and to see absolutely everything in far too short a space of time. The extremes of scenery and climate are remarkable, ranging from the hot dry deserts of the South West to the Rocky Mountains, covered in several

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feet of snow. Of course, there were the experiences we would rather have avoided, such as losing all our baggage for four days and finding ourselves completely stranded in Oregon.

We found our baggage in the end, but not everyone is so lucky. It is, therefore, wise to have some insurance. Greyhound will normally pay only \$50 in compensation if they mislay all your luggage. The travelling is tiring and it can become miserable when you arrive at some town at dawn feeling grubby and dishevelled, and have to wander around in the pouring rain waiting for places to open for breakfast. It is not the ideal holiday for the old or the staid or for anyone who can afford to travel by car and live in comfort and luxury. For us, however, it was the only way of seeing America. We saw a great deal and met many interesting people; altogether it was a great success.

Trail Finders' address is 46-48 Earle Court Road, London W8 6EJ, and their telephone (01-937 9631).

SEA-SLUG OR SEA-WEED?

Antonia Trautimansdorff soon learnt to clap and smile back during fifteen days in China

There is nothing laudable about the Chinese approach to tourism. It admits very little bourgeois frittering on silver beaches. After all, such pleasures could be brought more cheaply nearer home. Those who spend £650 plus on flying to Peking must wish to see the Peoples' Republic in action, the Chinese argue. And if they do not, they should not have come. The country was only 15 days, during which we saw schools, hospitals, factories, dams, communes, trade fairs, palaces, tombs and even a large underground air-raid shelter.

Encapsulated in this curious new form of existence we grew accustomed to unfamiliar customs. When people clapped and smiled at us we learnt to clap and smile back. Our speeches, praising the efforts of the workers since the liberation and cultural revolution, and those more fluent. We acquired fans, for in July the heat and humidity were intense. We ate food the like of which we had not previously encountered. Sea-slug or sea-weed? We could only get very far.

As we travelled northwards into Manchuria, pulled by a majestic steam engine, we saw that majestic landscape, at once delicate and grandiose. There were the brigades of peasants working in the fields, their red flags waving, and rice crops, their fish nets hanging over the irrigation canals. We also noticed an inconvenient legacy. Outside the villages the peasants were ploughing reverently round small, narrow-like graves.

Naturally the Chinese wish to concentrate the tourist attention upon those aspects of their society which have developed since the liberation. This does not mean that the great palaces are ignored although it is argued that they were created by an exploited but ingenious peasantry. It does, however, mean a concentration on education and industry. The commune, after all, must be one of the most interesting experiments in land reform in the world and I would have welcomed a chance to see more of the farming methods.

With all this efficient packaging, there was a temptation to try to undo some of the wrapping paper. In the towns it was possible to wander about freely. In the countryside this was sometimes a little more difficult, not I believe, because the Chinese felt they had anything to hide, but because they were anxious for one's safety. Nevertheless, I enjoyed some delectable early morning walks and if I was picked up and returned to my hotel the operation was always effected with humour and friendliness.

No attempt was made to avoid alum mines when driving through towns. In fact our attention was called to them. Even slight faults in our programme were formally confessed. In a society which has made such exhilarating strides during the last 25 years the odd lapse may surely be confessed with impunity.

We met a happy band of artists one hot afternoon in Dairen who told us that they were glad to be able to use their skills to serve the revolution. "We do not believe in art for art's sake," they were seconded from their factories for a certain number of days a week and



A shady corner in New Orleans.

provided with materials. To allow people to be full-time artists would be to begin to develop an elite. Their finished work never involved direct participation but rather composed propaganda images of ideal workers and peasants.

It was hardly surprising that all their work showed the uniformity of well-executed advertisements. The tension and savagery of early Russian revolutionary posters was missing. What price individuality? A sentimental self-indulgence?

In the schools it was interesting to notice that some children performed individually when they put on shows for us, though I think they were always "Little Red Soldiers". Children become Little Red Soldiers when they show signs of sufficient moral, physical and intellectual development and those who are tardy on any of these fronts are helped by their contemporaries. Some of the educationalists in our group tried to branch the subject of labeling and mentioned "self-fulfilling prophecies" but they did not get very far.

Others remarked on the astonishing classroom discipline. Even allowing for the fact that some of these schools may be fairly frequently visited, it was surprising that the junior school children did not sneak glances at us. Out in the



Street scene in Peking.

streets they showed no lack of curiosity.

Militarism was much in evidence in the schools and this deeply concerned a headmistress from Scotland who, as a missionary in Sichin, had had to order the digging of trenches against the possible Chinese advance.

As we saw small children shooting down semi-human looking targets with semi-automatic rifles and singing militant songs she said openly that she thought it was wrong to teach hate. "Are not you frightened of the Russians, too?" said our guide. "We think by being

prepared we make war less likely." The superficiality of such a tour is tantalizing, despite so much Chinese assiduity, discussion sessions and visits to workers' homes. And such a welter of statistical information, one clutches vitamins.

At a Manchurian university we were told that the cultural revolution had changed the relationship between teacher and taught. Teachers were no longer "worshipped". It was heartening then to see a student laughing with her friends as the principal of her university held forth, and then skipping up to her professor to speak to him with unconscious friendliness.

Another time we were visiting a dam, and as I looked out at a magnificent view an interpreter came up to me and said: "You like the countryside very much?" When I said that I did, he replied that I must return in winter for then the water-bathed steam which rose through the snow-covered branches of the forests. I had feared that beauty might be considered a bit bourgeois. I doubt if many of my companions were greatly changed by their experience. A girl involved with student politics and a communist herself was glad to be able to air the nonconformity of her creed. A Roman Catholic capitalist wondered whether the Chinese genius for individual business enterprise would



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WHERE SHALL WE GO THIS YEAR

R. V. Bryant looks back on the trials and triumphs of escorting the school party

When the first spring sunshine makes the playground a pleasant place once more there come to mind memories of school journeys—memories of enjoyment and success mixed with those of concern and near failure. There was the short, rather rotund Belgian proprietor standing with arms raised on the upper landing of a Blankenburg hotel and shrieking: "If you do not get into your rooms there will be murder!" while hordes of small boys and girls chased each other from one corner to another. ("Nothing to do with us", we were glad to relate.) There was the third-year boy, a haemophilic, staggering drunkenly about the rolling deck of a cross-Channel ferryboat with a vicious-looking dagger in his hand. There were those lively, physically active, ignorant adolescents in Snowdonia who, instructed to proceed along a straight mountain path for no more than 25 yards, appeared within seconds scrambling up the vertical wall of a 200ft rocky crag.

For the enthusiast, in spite of previous difficulties, the question must inevitably be: where shall we go this year? As one gets older, the mind sees more difficulties, more dangers and more problems than when in those first few years of restless teaching—but you must still lead a party into the adventures of the open countryside or foreign town.

For the newcomer, there must be that initial keenness to lead children and young people for a week or more and try to show them some of the enjoyment you have experienced during your own excursions into new environments. The problem with the young teacher is that he lacks experience—the experience of working successfully with pupils or students, the experience of knowing what to do on a journey, particularly to anticipate what can go wrong. Let there be no mistake, the haemophilic will rush madly about with an open flick knife and inexperienced youngsters will be sure to attempt the most arduous and dangerous climbs even in the best organized parties. The question is: what makes the expedition reasonable and therefore unlikely to fail dangerously?

First, one must consider the type of school journey. There are the traditional journeys to regions at home and abroad. There are field



"If you do not get into your rooms there will be murder!"

study excursions, usually based on environmental studies in biology, geography, geology or history. There are the expeditions associated with the physical education department—camping trips, adventure courses and Duke of Edinburgh award schemes.

The teacher's choice will almost certainly, in the first instance at least, be based on his specialist training. But is this a sound starting point? Are some types of school journey more open to risk than others and should the new teacher start with something fairly straightforward? One assumes, perhaps, that any new teacher will go as an assistant, rather than as an organizer or leader, in the first case. Even so, you must organize your own show sooner or later. Then, a straightforward holiday summer camp, in an easy lowland

area, in huts and with a resident staff in charge of the cooking, is a wise way to start with a fully fledged expedition into wild mountainous terrain during winter. Even the less energetic of us would do well to start with a fairly easy journey to some resort not too far from home and without the more obvious dangers associated with a difficult landscape.

When a start is made, what are the requirements which should be borne in mind. Children and young people are, in general, more lively than any adults and therefore need discipline and organization if they are not going to run wild. Discipline is not a regimented laying down of the law but a process of getting to know and gaining the respect of the members of the party. It may well be unwise to take children away whom you

do not know, but this difficulty can be partly overcome by arranging preliminary visits and also by obtaining information from colleagues who have first hand experience of the youngsters' behaviour. Difficult children require a fairly long contact with the teacher and even then there can be no guarantee that they will not do something silly, or even dangerous.

The programme for the trip must be carefully planned to ensure that all members of the group are kept interested and occupied most of the time. It is useful, once any initial hostility is overcome, to insist on the completion of worksheets, questionnaires or journey books. Frequently, the poorest academic can collect postcards of places visited in order to produce a presentable log of the week's travels. Other objectives can also encourage purposeful activity. For example, a physical education party may be required to walk 12 miles or reach the top of a high hill. A certificate or badge can be awarded in recognition of the achievement. More experienced and better qualified groups can produce detailed field notebooks and adventurous physical attainments.

For plans to work, the teacher needs to organize each day with care and to be very familiar with the area visited. Detailed maps are required and it is essential in almost every case that the leader should be able to interpret them with accuracy. In any but the simplest excursions a working knowledge of the compass is also required.

Much talk has revolved around kit and dress. Conclusions depend on the type of journey planned. An expedition into the Grampian Highlands, irrespective of weather conditions, can only end in disaster if proper kit and dress are not made compulsory for all members of the party. On the other hand, it would be a pity if the underprivileged child could not be taken into the mountains on a fine summer's day because he has not boots to wear. Discretion, backed by sound experience, alone can answer these problems.

Last point cannot be left to discretion. Accidents will happen and each journey party must be properly insured. Expert advice must be obtained to ensure that insurance cover is adequate for the particular activities on any trip.

IMPRESSIVE AND VARIED

Summer courses in Scotland reviewed by Neil Munro

One commentator has suggested that Scotland could claim to have invented the residential summer school. Certainly Patrick Geddes organized one of the earliest—an international summer school—in Edinburgh in 1887. In 1975 there were nearly 90 courses from March to October throughout Scotland lasting from a weekend to six weeks. Other similar courses in the residential category brought the total to over a 100, and next year looks equally promising.

Of course, as in much else, the much-vaunted Scottish educational excellence and tradition has taken a beating. Last summer there were over 1,400 courses for adults in England and Wales where there are over 30 short-term colleges professionally geared to nothing but this kind of residential work. Scotland has none.

The choice of courses available in Scotland next summer is, however, impressive and varied. All university extra-mural departments help to prepare courses except for Stirling, where the matter has been discussed for years but with no result. It should be added that the universities organize a wide range of activities for their own students. Glasgow universities and Monks House and Jordanhill colleges of education.

Apart from these organizations, courses are run in Lewis and Skye by An Comunn Gàidhealach, more generally known as organizers of the Scottish equivalent of the Welsh Eisteddfod, on Gaelic language and culture. The Skye course is run with the help of the Gaelic College, Sabhal Mòr Ostaig. Another professional non-university organizer are

the Scottish Field Studies Association who ran 23 courses on natural history and related matters, the year. A further 15 organizations, from Kirkcubright education to the Workers Educational Association, ran courses.

Next summer Aberdeen University extra-mural department will continue their tradition of lecturing in the remote corners. A one-week course in July will be held in Rhum on the geology and history of Skye and the geology and history of Skye will be considered during a week in August. The department have three active centres in Inverness, Elgin and Halkirk in Caithness.

St Andrews University have been one of the pioneers in what might be termed the more practical residential courses, although their 11 courses next summer include the traditional pursuits of archaeology, photography, music and Scottish life and culture. There will also be a course on "Preparation for the Open University". The oil industry has brought extra demand for their course for English learners which is now in its fourth year and runs for four weeks.

Dundee University take this stage further with two three-week courses in July and August. The basis is an English language course which branches out into two options: for advanced learners—English literature and British society since 1945 (in the current political climate both imply some Scottish element). On the other side of the coin, Edinburgh University runs two courses for German and French-speaking visitors to Scotland.

One criticism of previous courses is that they remained largely within the traditional liberal adult education sphere. The "new Scotland" of political devolution, oil

exploration, relations with the EEC, urban community and environmental planning seems to have taken at least attempted to correct the imbalance by running Saturday-afternoon conferences on subjects such as the meaning of community, Scotland in Europe, the case of Glasgow—has Glasgow's history been one of mixture? the progress of devolution, the operation of the Scottish office, and, next March, an assessment of the new Strathclyde Region as they approach their first birthday.

Most residential courses in Scotland are organized by universities and public bodies. The only exception is the Gaelic college in Skye, founded over a year ago by landowner and industrialist Ian Noble, and the Orkney Field Centre at Birsay. Despite the recommendation of the Alexander report on adult education, local authorities seem unwilling to organize such courses.

The 1975 *Stay and Study in Scotland* brochure published each year by the Scottish Institute of Adult Education listed the involvement of only three former education authorities—Caithness, Kirkcubright and Shetland—and one new region, Central.

The universities, of course, have the advantage of pleasant accommodation during vacation. Not only are many of the surroundings conducive to learning and socializing but, more importantly, residential courses bring useful revenue. Nevertheless, Mr John Taylor, executive officer of the SIAE, believes the education authorities, especially in rural areas, could make better use of empty school hostels during holidays in a similar way. Ironically, the present financial crisis could well persuade education committees of the advantages of doing so.

ALONGSIDE THE LOIRE

Carolyn O'Grady gets off the beaten track in France

The temptation on a touring holiday is to go too far too quickly. A counteraction to this is to travel for a week at a very leisurely pace down a small part of the canals of the Loire Valley in a motor cruiser.

The cruiser we hired was from British company, Loire Line, which was set up two years before. This was in response to the growing tendency of the British to go abroad for their holidays and in the knowledge that British canals were becoming increasingly overcrowded while their continental counterparts were almost completely unexploited for holiday purposes.

The French trips were described by one agent as "a waterborne safari: a logical extension of O and A levels on the Norfolk Broads." The description is apt. Apart from the different language, the French canals have their own hazards, which makes some previous experience an advantage.

First, the locks on some of the canals are deeper and more numerous than those found in England and require some nippy and strenuous activity. Secondly, the European canals were built later than those in Britain and are designed to carry larger commercial barges. More care must therefore be taken with mooring and also when passing these huge boats as their wash can upset the relatively small and fragile motor cruisers. Finally, towns, villages and even houses are much further apart than those in England should you need help or run out of food or water.

However, if you have achieved your O and A levels on the English canals, speak a little French and have at least one energetic, strong crew member, cruising can be a very satisfactory way of approaching the Loire Valley and its surrounding areas. It does not provide a comprehensive tour of the chateaux (most of these are some distance from the canals) but it does present the opportunity to get to know intimately a small area of France: to see villages and hamlets which the motorist is unlikely to visit; to find restaurants where tourists are rare; and to take in some beautiful towns and scenery.

The boat we hired was a four berth (six-berths are also available), one of several new fibreglass boats bought recently by the company. There are two cabins: one a kitchen cum "lounge" with seats which fold down into a bed and the other a bedroom with a lavatory and shower off it. The boats are small, but as during the day some people are likely to be sitting or lying on top or outside they do not feel cramped.

The boat was easy to handle, much easier than a car, even an automatic one. However, because the boat is light, the steering is not accurate. The check list (check oil, water, refrigerator, light, pump, etc.) given to us at the beginning of the trip looked as if it would occupy the day, but in fact was enough oil and petrol to last the journey, though water had to be taken on board at all the infrequent spots where it could be found.

Most of our journey was spent on the Canal Latéral de la Loire, which as its name suggests, runs parallel to the river, which is for the most part unnavigable because of shifting sands. We visited La Charité, an old monastery town on the banks of the Loire, and Sancerre, producer of wines and cheeses, perched high on a hill overlooking the river. At Briare we crossed the Canal Pont de Briare, an iron bridge designed to carry the canal across the River Loire. The attribution to Eiffel made in all the guide books would appear to be retrospective as his name appears among a long catalogue of others on the bridge itself. But like the Eiffel Tower the bridge does exhibit the glories and the horrors of the nineteenth century preoccupation with iron. From the river it looks merely functional; but the view from the bridge itself is magnificent with an almost surreal ornate lampstands and a pavement along which pedestrians and cyclists move, the barges and other craft push their way down the narrow causeway below which is the enormous span of the Loire and a view of its valley.

Another architectural oddity is

Les Sept Ecluses: seven consecutive locks, now disused, built in the seventeenth century, which overlook the small village of Rozy.

Few people go to France without intending to try the food. Eating along the canals is not difficult as there are plenty of restaurants. However the best value is to be found not in the occasional large, well-advertised eating place, but in the tiny suberges attached to the village bars. Menus are not often shown, and often the place hardly looks equipped to serve a meal. And yet the result could easily be a seven course meal, beautifully cooked and (at that time) costing under £12 for four people, including wine.

And the price for the holiday is itself? The hire charge for the boat is steep, but varies considerably depending on the time of year. The prices are fixed in francs so you cannot lose depending on the state of the pound at the time of booking. This year a four berth boat will cost approximately 1,500F a week for the periods March-May, October-November; 2,200F from the middle of May to June and 2,650F from the middle of June to September. This includes the cost of gas, free car parking, electricity, fresh water and bed linen and all mooring and lock fees plus insurance. The only extra items are food and fuel (diesel fuel costs approximately 30p a gallon).

To these prices, of course, must be added the cost of the Channel trip and the journey from the coast to Marcellines, i.e. Aubigny, to pick up the boat. However, apart from the price, there appears to be other advantages to travelling out of season. The canals are less busy, we met very few other pleasure cruisers—and the towns less full. Restaurants and lock keepers are not yet irritated by tourists but regard you as a pleasant diversion and want to talk. The only possible drawback is the weather, which out of the peak summer months is unpredictable. However, during our April week the sun shone all the time, and each of us acquired a very summer-looking tan.

Inquiries to: Mr V. W. Gray, Loire Line, Wigborough, Colchester, Essex.

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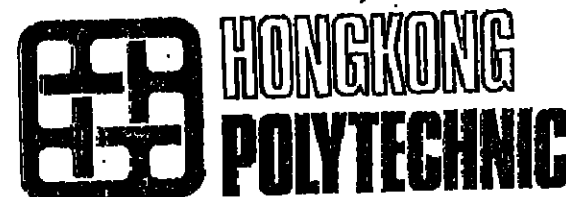
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The Polytechnic is an autonomous institution financed through the Hong Kong University and Polytechnic Grants Commission. It is rapidly expanding from its present 5,000 full-time equivalent population to 7,500 by 1978. A new and forward-looking development plan is currently being implemented and a £7m building extension will be opened in September, 1978. Candidates interested in this challenging opportunity are invited to apply for the following posts:

ESTATES & DEVELOPMENT OFFICER

(Head of Department level)
A degree or professional qualification in surveying or architecture or equivalent plus substantial experience in supervising the planning and implementation of large building projects, preferably in a tertiary education institution and administrative and organisational experience. This post is tenable as soon as possible.

HEAD OF DEPARTMENT OF MECHANICAL & MARINE ENGINEERING

Higher Degree and Corporate Membership essential; industrial and academic experience at senior level required. Sympathetic to teaching at technician and professional levels and to credit/unitary approach with strong educational technology back-up.

ACCOUNTANCY

Principal Lecturers in Management Accounting and Financial Accounting;
Senior Lecturers/Lecturers in Advanced Accounting, Costing, Financial Accounting, Management Accounting, Auditing, Executorship Bankruptcy and Taxation.
A professional qualification is required and membership of ICAI preferred for appointments at Principal and Senior Lecturer level.

BUILDING & SURVEYING

Principal Lecturer/Senior Lecturers/Lecturers in Quantity Surveying;
Senior Lecturer/Lecturer in Land Surveying;
Senior Lecturer/Lecturer in Valuations or Urban Economics;
ARICS required for above posts; finalists with satisfactory experience will be considered for lecturership level.
Principal Lecturer in Building Management;
Senior Lecturers/Lecturers in Building Technology;
MIOB required for above two posts; finalists with satisfactory experience will be considered for lecturership level.
Senior Lecturer/Lecturer in Building Services;
M/AMHVE or ARIBA required.

BUSINESS & MANAGEMENT STUDIES

Principal Lecturers in Economics, Law and Behavioural Sciences;
Senior Lecturers/Lecturers in Banking Studies, Business Organisation, Economics, Econometrics, Economic Geography, Law, Marketing, Marketing and Tourism, Geographical Studies, Sociology and Supervisory Management; Transport Studies.

CIVIL & STRUCTURAL ENGINEERING

Principal Lecturer in Transportation Engineering, related specifically to Highway Planning, Design, Construction and Operation of Highway Systems;
Senior Lecturers/Lecturers in Civil Engineering subjects including Structural Analysis & Design, Materials, Geotechnical Engineering, Surveying, Drawing, Civil Engineering Practice.

COMPUTING SCIENCE

Principal Lecturer/Senior Lecturer in Systems Analysis, computer data processing applications, programming systems, programming real time computing management, information systems, computer education in schools, interactive computer graphics, computer assisted instruction, computer applications in engineering/accountancy/business studies/design.
Experience in commercial and/or educational computing essential, organising short courses an advantage, higher degree in computing science preferred.

DESIGN

Principal Lecturers in Industrial and in Graphic Design.

ELECTRICAL ENGINEERING

Principal Lecturer/Senior Lecturers/Lecturers in Utilisation and Control of Electrical Equipment, Design and Specification of Electrical Installation Systems, Electrical Machines & Power Systems.
Ability to teach up to CEI PLII level in at least one of these subjects required.

ELECTRONIC ENGINEERING

Senior Lecturers/Lecturers in Control Engineering, Analogue Computer, Digital Computer, Electronic Circuit Design & Communication Engineering;
Recent industrial experience desirable.

LANGUAGES

A service department to the Polytechnic providing language teaching to students of both technical and commercial courses.
Principal Lecturer in English;
Wide TEFL experience essential and a special qualification in one of the following areas preferred: Course Preparation, Reading Efficiency, Educational Technology & Diagnostic Testing.
Senior Lecturers/Lecturers in Chinese.

Further details and application form, which should be returned not later than 31 January, 1978, are obtainable from the Recruitment Unit, TETOC (Technical Education, Ltd. 61-934 3885, and Training Organisation for Overseas Countries) 35/37 Grosvenor Gardens, London, SW1W 9BS. When enquiring please TET/HP TES and state clearly which post is involved and its level. Interviews conducted by a Polytechnic team will be held at TETOC in late March.

Proficiency in Mandarin preferred.
Senior Lecturers/Lecturers in English;
TEFL experience required and knowledge of Audio-Visual equipment preferred.
Senior Lecturer/Lecturer in French;
Residence in France, knowledge of a second European language and of Audio-Visual methods preferred.

MATHEMATICS & SCIENCE

Principal Lecturer in Mathematics;
Senior Lecturers/Lecturers in Applied Statistics, Mathematics, Operational Research, Chemical Technology and Applied Physics.

NAUTICAL STUDIES

Principal Lecturer in Maritime Science;
Senior Lecturers/Lecturers in Nautical Studies, Marine Electronics and Marine Radio Communication.

TEXTILE INDUSTRIES

Principal Lecturer in Knitting Technology;
Experience in wet knitting required.
Senior Lecturers/Lecturers in Fashion & Clothing Technology;
Experience in men or women's wear production methods and systems required.
Senior Lecturer/Lecturer in Textile Technology.

MECHANICAL & MARINE ENGINEERING

Principal Lecturer in Strength of Materials and Dynamics of Machines;
Design experience very desirable.
Principal Lecturer in Thermofluid Mechanics and Environmental Engineering;
Senior Lecturer/Lecturer in Manufacturing Technology, Design and Engineering Drawing;
Senior Lecturer/Lecturer in Instrumentation, Measurement and Control;
Experience in Industrial Fluid Power and/or Marine very desirable.
Senior Lecturer/Lecturer in Mechanical Technology and Engineering Principles;
Special interest in one of the following required: Ocean & Off-shore Engineering, Transport Engineering or Torque Technology.

PRODUCTION & INDUSTRIAL ENGINEERING

Principal Lecturer in Operational Research & Systems Engineering;
Principal Lecturer in Industrial Management & Production Technology;
Experience in Industrial Management & Training Programmes of an inter-disciplinary nature required.
Senior Lecturer/Lecturer in Industrial Management; Membership of a CEI Institution required; ability to teach CEI PLII "Engineer in Society" and a broad industrial background preferred.
Candidates with a special interest in practical and industrial training for posts within a new Industries Centre to be established, are also invited to apply. All teaching posts tenable from September, 1978. Experience or interest in educational technology method would be an advantage.

GENERAL QUALIFICATIONS

Heads of Departments

- a professional qualification of at least first degree level relevant to the field of study and
- 5 years' experience either in a professional capacity in industry or commerce and 5 years' teaching in a tertiary institution preferably at Principal Lecturer level or equivalent (these periods may overlap) and
- administrative experience.

Principal Lecturers

- a degree or professional qualifications; and
- an advanced specialist qualification or extensive experience in a specialised field; and
- substantial teaching and industrial/commercial experience; and
- proven administrative ability.

Senior Lecturers

- a degree or professional qualifications, plus preferably an advanced specialist qualification; and
- at least five years' professional experience; and
- substantial teaching and/or industrial/commercial experience (about 3 additional years); and
- proven administrative ability.

Lecturers

- a degree or professional qualifications or at least a Higher Technician qualification in the appropriate field of study; and
- at least five years' professional or industrial/commercial experience or at least three years' teaching experience or a suitable combination of professional and teaching experience.

SALARIES

Head of Department (not less than HK\$102,800 a.c.t.o.d.)
Principal Lecturer HK\$75,720 x 6 increments \$83,728 (£7,458-£9,208)
Lecturer/Senior Lecturer HK\$33,880 x 11 increments \$60,980 (BAR) \$61,320 x 8 increments \$82,820 (£5,308-£5,888) (£6,024-£8,145)
(Note: @ 30.12.75 HK\$10.18 = £1.)
Point of entry into the Lecturer/Senior Lecturer scale dependent on qualifications and experience.

TERMS

Appointment will be on a 2-year (4-year for Headship level) gratuity bearing contract initially. Suitable appointments may be offered permanent, supernumerary terms of service thereafter.
Benefits include passages, long leave, quarters, medical and dental treatment, education allowances and a terminal gratuity equal to 25% of basic salary received over entire contract period.
Tax on salaries in Hong Kong is low, by UK standards.

EXHIBITION

TRIBAL GOLD

Auriol Stevens on the treasures of Thrace

"There's nothing like gold to bring them in", two pundits muttered as the preview of the exhibition of Thracian treasures from Bulgaria which opened at the British Museum until March. They, meanwhile, were devoting their attention to a second-century AD Thracian luncheon in bronze, a mere seven centimetres high, galloping at full tilt, his arm raised, his skirts flying. The gold objects are the most striking in the exhibition, partly because the lighting seems to have been designed with them in mind. Gold shows up well in comparative darkness. The silver, bronze, pottery and coins and the armour which includes the extraordinary helmet masks in bronze and iron from the Roman period, do not show up to such advantage.

This collection, which includes virtually all the important archaeological finds made in Bulgaria, covers nearly 6,000 years from the early Neolithic pottery figures, dated at around 3500 BC, to the hefty chariot harnesses and simple cooking pots of the second and third centuries AD, when Thrace had become a settled Roman province. This long time span in what is quite a small exhibition shows clearly the rise, flowering and decline of workmanship in the arts and crafts, from a crude gold ornament from the Varna treasure dated around 3000BC, make a startling primitive contrast to the masterly simplicity and opulence of the gold pectoral and belt from the Volchov treasure of the twelfth or thirteenth century AD. The large two-handled pot in this collection is so solid that it has survived

totally undamaged and dentured down to the mol on the high curved head and the central rivet, though it was being used as a pig trough when first discovered. The later work, mainly belongs to the point of Thracian civilisation, the third and fourth centuries AD, over many centuries. The influence of Thracian art, in particular, is well established. The Vratsa tomb, a gilded silver vase, is a masterpiece of Thracian art, a time when the Thracian kings were dangerously misled. But this series of Thracian art is a much simpler, but still valid, and there is a little sense in the first of the four programmes at least, the elaborate that these techniques can seriously distort perception.

The emphasis is the simple grammar of film, using examples from preservation of undistorted works of art over the years. In the Vratsa tomb, there is an extra, a gold garland of leaves, looking bright, bushy and fragile enough to be the effect of the image, and in the fourth programme, how speech can be manipulated by editing. Vox pop interviews are cut together with people walk past the questions to give the original and there is the answer—answers new meanings. Only here is there a hint that distortion can become potentially dangerous, apparently tattooed with the word "distortion" in the teachers' notes, for the hair is curled, plaited and decorated with lions and griffins, and some points simply, the film is crowded with examples have been skilfully from Vratsa have been selected. The bank robbery from cassette and screen, the same date from the same found at Boukovo, close meshed chains, linking with but and flowers with but, and gold pectoral hanging in them, which look as if they might simply have been made by a number of goldsmiths, whose aim is to stimulate the viewer's imagination. (Art and Humanities Radio 4, 11.40-12.00) Wednesday, 11.40-12.00

After this time, there is a marked decline in the quality of the film. The theme was simple and attractive: take a suburban street where houses have been put up, knocked down, subdivided, and then, over a century and a half and you have an environment that deserves and rewards close study.

"Wood Street," like so many others, has its varieties of colour and textures, its idiosyncrasies of line and fence, door and window. As the public facades of the private people, they say, a great deal more than we, often care to observe, whether it is a name by "Chez Nous" or "Dunelm's", the preservation of monumental buildings, the pride of some Victorian brickie.

On Wednesday, 11.40-12.00, "Down Centres and Shopping Centres" or "Shopping in Town" January 21, looks at the designs and display techniques of shops and streets, from the mobile of a fishmonger through an Italian delicatessen to the interior of a Sainsbury's food hangers.

The survey takes in a gaudy ice-cream van, an undertaker's discreet and a betting shop with those shady "doors" of coloured plastic strips which turn

removes it from the sleeping boy's grasp to the dressing-table, it floats back to the boy.

The next day the boy returns to the kitemaker, who gives him a far grander, gaudier Chinese rocket kite. The first kite, neglected by the boy, drifts back at night, disconsolately to keep vigil outside the house.

On the third day the boy goes out again with the new kite, but the kitemaker has vanished and he loses the new kite in the wind.

ETV

GRAMMAR OF FILM

Christopher Griffin-Beale

This term, for its eighteenth series, Granada have revived *The Messengers*, within its hallowed format, by returning to some of the basic techniques by which the apparent reality of film is constructed.

This, together with the series' subtitle, "The Facts of the first programme, 'It's All a Fake'—might suggest the series is trying to achieve a new status as a series for children, to alert children to the ways in which they can be misled. But this series of Thracian art is a much simpler, but still valid, and there is a little sense in the first of the four programmes at least, the elaborate that these techniques can seriously distort perception.

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RADIOVISION

SUBURBAN BRIC-A-BRAC

Tony Howarth

accountants seem to share with pornographers. Last came the big boys of the postcard-protected and the cinema, and it is only here that the commentary loses its edge. "A lot of thought" it is said, "goes into the architecture of the centres". It doesn't in my experience—which is largely of Woking, Tesco, C & A, et al, arranged around a bank of tatty seats topped by an expensive hunk of civic statuary.

Finally, "Industrial Architecture" (or "Buildings At Work") (January 28) aims to examine the industrial environment in each of us. The object of study are mostly early factories, power stations and gas works, and the stations, viaducts and tunnels of the railway age.

The commentary suggests we keep our eyes open, not moving for the quaint structure or the old building which has survived its original purpose, but for the singular and the cumulative effects of the architecture of production on the environment and on the imaginations of we who live and work among them.

The series could be useful to art teachers, historians and those running courses of "environmental studies". Its value is as much in the questions it raises and in the methods of study and observation it suggests as in the content of the programmes themselves. Filmstrips and notes (037F, 039F and 041F) from BBC Publications, School Orders Section, 144 Berning Street, London SE1, £3.70 each, excluding VAT.

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ETV/SCIENCE

GRAM COURSE

Frederick Aicken

The first programme in the new second series, *Biography* series for Thames Television (16 programmes) was a first-class idea, beautifully realised. "Sherlock" Bellamy (the programme is whimsically called "The Sherlock in Your Holmes") emphasised the parallel between scientific method and crime detection by showing us how he uses his senses from the moment he awakes.

Suitably attired, he set off on a nature trail along Baker Street to discover a multiplicity of insect and plant activity where most of us see nothing. Educationally and artistically the programme often achieved that rare balance between too much and too little information. Fortunately, the same balance was struck with Dr Bellamy himself. Here is a personality who breaks all television rules by deliberately becoming larger than life in front of the cameras. But in this first programme any ravens from the audience would probably be an audience response.

BBC 2

COMMON LANGUAGE

Last Saturday's lively exploration of the linguistic effects of American experiences and history, on the Common Language programme, introduced by Melvyn Bragg, BBC 2, taught us that such familiar words as "scant" and "copious" were preserved in American English after falling into disuse in Britain. That America's strong, puritan tradition is responsible for such euphemisms as "rooster", "ex-porator" and "hallucinations", and that "Chicago" in the original Indian language meant "place that stinks".

With admirable efficiency the programme traced the effects on the language of the opening-up of the West (it was an Indian custom to bury the hatchet at the end of hostilities), life in the frontier, the "backwoods" and in "our neck of the woods" and in the saddle (conducive to colourful exaggerations in speech and the coinage of such graphic terms as "scrumpious" and "skaddaddle"). It explored the effects of the black counter-culture, which has given British English most of its youthful "uptight", "bread", "cool", and on the other hand, America's energetic business community, which has given us "get up and go", "to boost sales" and "white-collar worker".

The programme showed the influence of the original non-English-speaking settlers—the Spanish and French—and of the immigrant groups—Jewish, German and Italian. (Oddly, it made no mention of the Dutch and Scandinavians.) We

learned that the Spanish contributed more words to the English language than any other foreign language group; the Italians contributed the most words to the English language; the French contributed the most words to the English language; the Germans contributed the most words to the English language; the Dutch contributed the most words to the English language; the Scandinavians contributed the most words to the English language.

With plenty of music (jazz, soul and country and western), and some stunning shots of the American landscape, the programme was unfailingly entertaining. Its weakness was its cursory way in which it dealt with the basic issue of whether the English language has been more "corrupted" than enriched, or vice versa, by American influences.

Edwin Newman, an American journalist, pointed out that American English is responsible for the growth of the English language. Newman said: "The English language is 100 per cent American response" in place of "all the fish are dead" while, on the other hand, Tom Wolfe claimed that the absence of the tutorial system in American universities allows young writers to develop styles full of "drive and electricity" instead of mere "smoothness" and "polish".

The literary critic, Norman Podhoretz, praised the liveliness of Jewish-influenced American prose, claiming the superiority of novelists such as Norman Mailer and Saul Bellow over their British counterparts, and suggested—amazingly—that the only remaining readers of Henry James are students studying him for their PhD theses. These sorts of highly debatable remarks merely whetted the appetite for fuller discussion.

Frances Hill

BRIEFINGS

RADIO AND TV

FE and general interest

Trade Union Studies (Sunday, 9.35, BBC1; Thursday, 18.40, BBC2)
Shop stewards from the First Brown Ltd steelworks, Sheffield, discuss "Disclosure of Information".
Open Forum (Sunday, 12.15, BBC2)
Introduces students to the Open University. Interesting viewing for anyone concerned with education, as it discusses the methods used in Open University courses and the demands made on students.
Politics Now (Sunday, 23.20, BBC1)
Arguments for and against political education in schools.
Oliver Heaviside (Thursday, 20.10, Radio 3)
A provocative analysis of a stunned scientist's life by Dr Derwent Morcer. Suggests that Heaviside's achievements, including his controversial analysis of the earth's atmosphere, have still to be fully recognised.

For schools

Finding Out (Monday 9.30, Wednesday 11.00, ITV)
The unit "Into the Past" encourages seven to eight-year-olds to investigate family trees. Talks to an old lady about her childhood memories and the pictures in her storybook.
Merry-Go-Round (Monday, 10.00, Thursday, 9.41, BBC 1)
The first of two programmes on "The Senses" deals with "Seeing". Helps seven to nine-year-olds to understand the sensation of sight.

Seeing and Doing (Tuesday, 9.30, Thursday, 11.22, ITV)
Six-year-olds investigate different ways of fishing, from rod and line to deep sea trawling. They see the catch landed and follow the processes of making fish fingers.
Figure It Out (Tuesday, 11.00, Friday, 9.30, ITV)
In "Shape and Shadows" over seven-year-olds see the outline of their own shadow differs at varying times of the day.
Going to Work (Tuesday, 11.18, Thursday, 14.40, BBC 1)
A new film made in Buckinghamshire looks at the jobs of young people all working for the county council. Discusses types of work, qualifications and pay.
Deutsch für die Oberstufe (Wednesday, 9.35, VHF 4)
Report of an excellent dramatization of Heinrich Böll's short story, *Der Zug war pünktlich*, an evocative account of life as a German soldier in the last war.

Historical Evidence (Wednesday, 9.35, VHF 4)
Eleven to 14-year-olds are told the story of Joan of Arc, concentrating on the background to her trial and an examination of her nationalistic ideals.
Nature (Wednesday, 14.45, VHF 4)
"Things You Can't See" is about germs. Shows how tuberculosis infection was a killer in Victorian times and how its purification and free distribution to modern school children has improved their health.
Countdown (Thursday, 10.03, BBC 1)
A new colour film for 14 to 16-year-old, non-examination pupils. *Harry Yes or No* is a dramatized view of the advantages and disadvantages of flower-arts in communicating instructions.

An attempt to combat students' sense of isolation when working alone from radio and television programmes is being made by the BBC. Students of the multi-media beginners' French course *Ensemble* are offered the chance of a residential week during the summer vacations where they can meet other students and work on their French in small seminar groups.

This should provide an excellent opportunity to consolidate the language learnt in the course and an incentive to further study. Any body interested should write to the Executive Producer, Sheila Innes, at *Ensemble*, BBC Television Centre, Wood Lane, London W12.

mentary, no verbal explanation, so the story is more open, more elusive in detail and interpretation, probably more leisurely in its unfolding than if recounted by a storyteller. We do not know the boy's name, nor the kitemaker's; we can only guess at their characters. Any interpretation is bound to be a fairly sophisticated activity and yet the story is so simple and so unadorned that even the most children will respond and be stimulated to think, feel or talk about its implications.

The white kite, straggling along at a distance, gets broken up on the branch of a tree. It is a simple story, but like the best and simplest fairy stories pregnant with moral implications. The kitemaker is neither intrusive nor insistent. What distinguishes the film is its reliance on the visual image, beautifully photographed and married to an atmospheric soundtrack of plangent guitar chords and wind-blown vibrations from wind instruments.

There is no dialogue, no commentary, no verbal explanation, so the story is more open, more elusive in detail and interpretation, probably more leisurely in its unfolding than if recounted by a storyteller. We do not know the boy's name, nor the kitemaker's; we can only guess at their characters. Any interpretation is bound to be a fairly sophisticated activity and yet the story is so simple and so unadorned that even the most children will respond and be stimulated to think, feel or talk about its implications.

removes it from the sleeping boy's grasp to the dressing-table, it floats back to the boy.

The next day the boy returns to the kitemaker, who gives him a far grander, gaudier Chinese rocket kite. The first kite, neglected by the boy, drifts back at night, disconsolately to keep vigil outside the house.

On the third day the boy goes out again with the new kite, but the kitemaker has vanished and he loses the new kite in the wind.

removes it from the sleeping boy's grasp to the dressing-table, it floats back to the boy.